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The compilation of this annotated bibliography of selected materials was undertaken to provide a thorough review of the literature concerning the cooperative and project methods of instruction in the field of distributive education to be used in "A Pilot Program Comparing Cooperative and Project Methods of Teaching Distributive Education" (ED 016 846). The major portion of materials included in this annotated bibliography is mainly reviews of journal articles, although some books, theses, and dissertations were also reviewed from 1896 to 1967. Section I, Cooperative Method, includes a number of articles reviewed by year, subject index, suggested readings, code categories, and 293 annotations. Section II, Project Method, follows the above format and includes 100 annotations. The articles included in the bibliography can provide: (1) an historical perspective of the development of the cooperative and project methods of instruction, (2) a source of facts, experiences, and ideals for those concerned with the problems of initiating a cooperative or preparatory program, and (3) a selected classification and categorized body of information concerning the field of distributive education. (MM)

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**RESEARCH & DEVELOPMENT PROGRAM**  
**In Vocational-Technical Education**

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*A Selected and Annotated Bibliography Related to*  
*Cooperative and Project Methods in*  
*Distributive Education*

Department of Secondary Education and Curriculum  
Michigan State University  
East Lansing, Michigan  
April, 1967

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Bibliographic Series Number Five.

A Selected and Annotated Bibliography  
Related to  
Cooperative and Project Methods in  
Distributive Education.

William D. Woolf

and

Donald D. Pettit

Research Assistants

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## FOREWORD

Members of the staff of the Research and Development Program in Vocational-Technical Education, when implementing the Distributive Education Pilot Project, became aware of the need for a thorough review of the literature concerning the cooperative and project methods of instruction in the field of distributive education. The compilation of this annotated bibliography of selected materials was undertaken and designed with this need in view.

It is anticipated that this selected annotated bibliography relating to the cooperative and project methods of instruction in distributive education will prove a useful source of information to distributive education teacher educators or other professors of vocational education; to students in distributive education and to other professional personnel, such as state supervisors, administrators, directors of vocational education, and teacher coordinators.

The articles included in the bibliography can provide: 1) an historical perspective of development of the cooperative and project methods of instruction, (with emphasis upon their relationship to distributive education;) 2) a source of facts, experiences, and ideas for those concerned with the problems of initiating a cooperative or preparatory program; 3) a selected classified and categorized body of information concerning the field of distributive education.

Edward T. Ferguson, Jr.  
Project Leader, Distributive  
Education Pilot Program

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## INTRODUCTION

The major portion of materials included in this selected and annotated bibliography is mainly reviews of journal articles, although some books, theses, and dissertations are also reviewed.

Chronologically, the scope of the bibliography ranges from 1896 to 1967.

This selected annotated bibliography has two limitations which confine the material to:

- (1) selected articles
- (2) articles relating to the secondary school level only, except during the early years of development

**(Not all relevant articles in existence are included, since the bibliography is limited to the extent that a vast majority of the articles reviewed came from only two libraries: the Michigan State University Library and the State of Michigan Library. An attempt was made to include articles representative of the time period in which they were written.)**

The titles of specific articles reviewed were obtained from several sources:

- (1) Education Index,
- (2) Reader's Guide to Periodic Literature,
- (3) Business Education Index,
- (4) An Annotated Bibliography of Periodical Literature Relating to Distributive Education 1947-1961,\*
- (5) Other miscellaneous sources.

The bibliography is presented in two sections, the first on the cooperative method and the second on the project method. In both sections, the selected annotations are presented in chronological order to illustrate the historical development of these two methods. Index 1 and 2, which list the number of articles included by year, also indicate historical development, for the cooperative and project methods respectively.

\*Arnold, Richard A.; Poland, Robert P.; Meyer, Warren G.; and Haines, Peter G.; An Annotated Bibliography of Periodical Literature Relating to Distributive Education 1947-1961, Office of Research and Publication, College of Education, Michigan State University, 1962.

Included also in both sections is a Subject Index, keyed to the number of the article, and Authors Index, to help in locating particular items and to indicate the great number of contributors that have been reviewed.

For those seeking a quick overview, suggested reading lists have been prepared. Since a "jury panel" could not be assembled to review the articles and weigh them for relative merit, several articles that seem to be particularly comprehensive and influential have been noted.

Preceding each section is a description and definition of the categories by which the articles are coded. Noted on the left side of each annotation is a list of categories to facilitate selection of articles for further and more intensive study. This code will enable the reader to determine the broad intent of each article by simply referring to its various subject headings.

Also included with each article are the Michigan State University call numbers, which follow the Library of Congress system.

SECTION ONE

COOPERATIVE METHOD



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Suggested Readings:

Comprehensive Articles which provide a good overview of the complete field of cooperative method: 75, 80, 161, 174, 179, 191, 252, 266, 284.

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1. Cooperative method is more than work experience: 5, 240.
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3. Laboratory: 65, 101.
4. Clubs: 92.
5. Job Clusters: 103.
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2. Overall history: 184.

Federal Acts:

1. George-Deen: 29.
2. George-Borden: 115.
3. Vocational Education Act 1963: 265, 275.

Description of Code Categories as Found With Each Article:

1. Adm -- Administration: This category is given to the articles that refer to administrative procedures essential to effective cooperative programs. The procedures include the duties of the coordinator, implications of time scheduling, financing, objectives and aims, teacher training, and changes in the program.
2. Ex -- Specific Example: This code is included whenever an article tells of a specific program at a particular school or school district. This code enables one to observe the geographical development of the program throughout the country. The school and the state are named in each case.
3. Ph -- Philosophy: This category is included to provide a rationale on which to build. This area shows justification of the program and deals with many of the "why" questions so often asked. Some of the educational psychology arguments are also included under this heading: for example, the importance of the area of motivation, and learning theories.
4. His -- Historical: Whenever an article gives some historical perspective, either of the whole cooperative movement or just of the local situation, it is classified under a history heading.
5. Val -- Value: This heading is given to promotional articles and those that extol the advantages and benefits of the cooperative program.
6. Gu -- Guidance: This pinpoints the articles which stress the importance of guidance in the cooperative program.

7. Cur -- Curriculum: This category isolates the articles that refer to the development of curriculum. Often these articles describe particular courses and sometimes include a scope and sequence pattern.
8. Spc -- Special Education: This separates the articles that show a cooperative distributive education experience with one of the special education groups, such as mentally retarded or physically handicapped children.
9. Meth -- Methods: This code brings in view suggestions, problems, and experiences with different teaching methods used in the related class.
10. Prep -- Preparatory: This heading is used for articles that refer to the 10th and 11th grade courses of instruction that may be prerequisite, or at least organized in a sequential manner, to the cooperative program.

**PLEASE NOTE: Library call numbers are those of the Library of Congress System. Where any other system is used, the local librarian should be consulted.**

1. AP Brereton, Cloudesley, "Cooperation Between the School and  
4 the Employer", The Contemporary Review, 10:227-235, 1914.  
C7  
Vol 105 Overall review of cooperative program relating heavily to  
1914 British practices. Promotes theory plus practice in  
learning and asks for a better understanding of employer-  
employee, student-teacher-parent relationships.  
Code:  
Adm  
Ph  
Val
2. LB Evans, Owen D., "The Young Worker and the Part-Time School",  
1598 Manual Training, 20:275-278, April 1919.  
155  
Vol 20 Author: Principal, Boston Continuation School, Boston.  
Apr 1919  
Code:  
Adm A Comprehensive account of the Boston Continuation School  
Ex showing kinds of students, student problems and needs,  
Ph curriculum, teacher program, and a comparison to regular  
Val school programs. This account covers many kinds of coopera-  
Cur tive programs. Curriculum emphasis is one of "why" rather  
than "what".
3. LB Leavitt, Frank M., "Launching Part-Time Cooperative Education  
1598 on a Large Scale", Manual Training, 20:267-271, April 1919.  
155  
Vol 20 Author: Associate Superintendent of Schools, Pittsburgh.  
Apr 1919  
Code:  
Adm Description of the organization of a cooperative half-time  
Ex plan in Pittsburgh, for high school and college students,  
Val with department stores. The advantages listed include job  
Gu position on graduation, adequate training for work, careful  
Cur supervision, receipt of pay while learning, and theory linked  
with practice.
4. L Editorial Comment, "The New York City Cooperative High  
11 School", School and Society, 12:225, September 1920.  
S36  
Vol 12 A short report on the experiment at New York City High School  
1920 where students are alternating a school week with a work week  
in city department stores. This school was designated as a  
cooperative high school and 1000 students were involved.  
Code:  
Adm  
Ex  
His

5. LB  
1598  
155  
Vol 30  
Mar 1929
- Code:  
Adm  
Ph
- Editorial Comment, "Cooperative Part-Time Education",  
Industrial Education Magazine, 30:317, March 1929.
- Encourages responsible articulation between industry and school. Discusses relative time on the job as compared to classroom theory. Encourages recognition that coop means more than "working part-time and going to school part-time". The author advocates the need for research in areas which would identify job need and subsequent competencies to be taught in the classroom.
6. LB  
1598  
155  
Vol 30  
Mar 1929
- Code:  
Adm
- Hurley, Morris E., "Essential Steps in a Cooperative Education Program", Industrial Education, 30:329-331, March 1929.
- Author: Principal, Merritt High School, Oakland, California.
- The four fundamental steps in organizing a cooperative training program are: (1) analysis of business as a foundation to curriculum, (2) survey of cooperative businesses to determine training possibilities, (3) school responsibilities toward students, (4) training for citizenship in the community.
7. L  
11  
N28  
Vol 8  
Aug 1931
- Code:  
Adm  
Val
- Coleman, P. Evans, "Cooperation: The New Tie Between Education and Industry", Nation's Schools, 8:49-52, August 1931.
- Author: Professor of Marketing, University of Detroit.
- A 5-year follow-up study comparing the work of 85 Junior High graduates (with no coop experience) and 60 Commercial Coop students at the University of Cincinnati. Educational benefits of cooperative training outlined. Progressive job training situation extolled allowing students to find a specialty by working in various departments.
8. LB  
1598  
155  
Vol 32  
May 1931
- Code:  
Adm  
Val  
Cur
- Weaver, G.G., "Some Problems of Cooperative Education",  
Industrial Education Magazine, 32:352-255, May 1931.
- Author: State Department of Vocational Education, Albany, New York.
- Description of a program where the classroom was divided into two groups with each group alternating week by week between job and classroom. Obligations of school and industry are discussed. Administration, curriculum, number of students, length of courses, problems encountered, advantages with minimum expense, and motivation are cited.

9. L Editorial Comment, "Part-Time Cooperative Education in New  
11 York", School Review, 40:493-494, September 1932.  
S551  
Vol 40 Experinece with cooperative program in New York high schools.  
Sept 1932 Students working one week and going to school one week.  
Work stations are found in industry, retail stores or offices.  
91% of graduates are placed -- usually with the coop firm.  
Promotion and higher pay quickly followed in many cases.  
Other results reported.
- Code:  
Adm  
Ex  
Val
10. L Jordan, M.L., "Educational Research and Statistics:  
11 Cooperative Education", School and Society, 36:60-64, July  
S36 1932.  
Vol 36  
July 1932 Author: Nash Preparatory School, Cleveland, Ohio.
- Code:  
Val A study comparing a group of coop students with a group of  
non-coop students with results of tests and achievement  
given. Conclusion: coop students seem to be advancing more  
rapidly and have more interest.
11. L Kefauver, Grayson N. and others, "The Horizontal Organization  
111 of Secondary Education", National Survey of Secondary  
A6 Education, Monograph No. 2, U.S. Office of Education,  
#17 Bulletin #17, pp 95-107, 1932.  
1932
- Code:  
Adm Author: Specialist in School Organization for National  
Ph Survey of Secondary Education.  
Val  
Cur An excellent description showing advantages of the coopera-  
tive program, its curriculum, placement of students, and  
rates of pay.
12. HF Burmahln, E.F., "Students Manage Department Store", Journal  
1101 of Business Education, 9:19-20, April 1934.  
J69  
Vol 9  
Apr 1934 Author: Director of Business Education, Public Schools of  
Lynchburg, Vermont.
- Code:  
Adm A report of the Lynchburg High Schools being invited to work  
Ex along side employees of the Guggenheimer's Department Store  
Val for a day. More a project method than a coop program.



13. HD Brockman, L.O., "A Work Try-Out-Scheme for High School  
8051 Students", Monthly Labor Review, 40:954-955, April 1935.  
A69  
Vol 40 This author describes a program carried out at Louiston,  
Apr 1935 Montana. Work experience part-time but not related class.  
Specific student cases are cited and objectives of the coop  
specified.  
Code:  
Adm  
Ex  
Val
14. L English, Horace B., "Education Through Work in a Time of  
11 Social Change", Educational Method, 15:67-71, November  
E223 1935.  
Vol 15  
Nov 1935 Author: Department of Psychology, Ohio State University.  
Code:  
Ph A Psychological discussssion of work experience. Young people  
Val are restless, needing and wanting to work because of their  
biological make-up. The difficulties of the depression  
bear a deep influence in this article.
15. HF Rowse, Edward J., "Securing the Cooperation of Merchants in  
1101 Training Salespeople in Secondary Schools", National  
N25 Business Education Quarterly, 4:18-20, 35, December 1935.  
Vol 4  
Dec 1935 Author: Commercial Coordinator, Boston.  
Ccode:  
Adm Mr. Rowse justifies teaching of salesmanship in the high  
Ph school by listing 3 arguments. He cautions that practical  
Val experience must accompany the theory. He also lists three  
possible coop plans: (1) Alternate school/store where stu-  
dents are paired, one in school and one working, (2) Daily  
short-hour plan where students are released a few hours daily  
to work, (3) Occasional practice plan. He stresses agree-  
ment throug Merchants' Association rather than through in-  
dividual merchants.
16. LB Small, Robert O., "Cooperative Schools and Continuation  
1598 Schools", Industrial Education Magazine, 37:194-195, Sept  
155 1935.  
Vol 37  
Sept 1935 Author: State Department of Education, Boston, Massachusetts.  
Code:  
Adm Describes plan of cooperative education in Massachusetts.  
Ex The program is for students 14 years or over who work and can  
profit by instruction. School hours and work hours are  
specific. There were 44 such programs in the state in 1935.  
Students are part of a "cooperative school".

17. HF Walters, R.G., "The Place of Selling Subjects in the Secondary Schools", National Business Education Quarterly, 4:21-25, December 1935.  
1101  
N25  
Vol 4  
Dec 1935  
Author: Grove City College, Pennsylvania.  
  
Code: A survey of number of cities throughout the United States  
Cur compiling special information of the schools offering retailing and marketing courses.
18. L Marshall, R.C., "Learning on the Job", Nation's Schools, 18:12-215, July 1936.  
11  
N28  
Vol 18  
July 1936  
Author: Superintendent of Public Instruction, Duval County, Florida.  
  
Code: Description of a coop plan at Jacksonville, Florida. How the  
Adm plan works, advisory committees, coordinator's job, sequential  
Ex courses, administrator's reaction and pupil evaluation are  
Val given.
19. L Rosenstengel, W.E. and Fred Dixon, "Apprentices in Stores and Shops", The Clearing House, 11:47-51, September 1936.  
11  
C53  
Vol 11  
Sept 1936  
Authors: Superintendent of Public Schools, Columbia, Mo.  
Coordinator of Public Schools, Columbia, Mo.  
  
Code: A description of a cooperative plan being used in Hickman  
Adm High School, Columbia, Missouri. It tells why the program  
Ex was organized, the problems to be solved by it, and the types  
Ph of training. Details of the program are included.  
Cur
20. LB Thompson, Carl Francis, "A Part-Time Cooperative Program in a Small Community", Industrial Education Magazine, 38:174-178, September 1936.  
1598  
155  
Vol 38  
Sept 1936  
Author: Coordinator, Senior High School, Springfield, Mo.  
  
Code: An extensive article describing the cooperative program in  
Adm Springfield. Consideration is given to participants, types  
Ex of training, coordinators' responsibilities, personnel problems, dangers, types of employment and assessment of values  
Ph of the program. Springfield is sold on coop.  
Val
21. L Barrett, L.A., "Graduates with Experience", Nation's Schools, 20:33-34, October 1937.  
11  
N28  
Vol 20  
Oct 1937  
Author: High School Principal, Salida, Colorado.  
  
Code: Salida's cooperative plan described. Students attend school  
Adm mornings and work afternoons with no compensation, in various  
Ex trades, industries, or office occupations. A coordinator  
Val counsels with each student. General descriptive account.



22. L  
11  
S551  
Vol 45  
Apr 1937  
  
Code:  
Adm  
Ex  
Ph  
Val  
Spc
- Editorial News, "Three Diverse Plans for Providing Occupational Experience", School Review, 45:245-247, April 1937.
- Three reports: (1) A brief report on the secretarial training coop program at Kingman High School in Peoria, Illinois. (2) A report on the Junior High School in Nutty, New Jersey working with "poorly adjusted academic students" on a coop basis with local trade and businesses, (3) Report on the coop program at Aberdeen, South Dakota which focuses on student placement in trades and industry.
23. LC  
5201  
A61  
Vol 9  
Apr 1937  
  
Code:  
Adm  
Ph  
His  
Val
- Keller, F.J., "Earning and Learning in 1937", Journal of Adult Education, 9:141-145, April 1937.
- Author: Principal, Metropolitan High School, New York City.
- Mr. Keller emphasizes work experience as a help to methodology and motivation. He shows different types of arrangements from the administrative and historical perspectives. He reviews possible areas for part-time instruction for both boys and girls.
24. HF  
1101  
N25  
Vol 6  
Oct 1937  
  
Code:  
Adm  
Ph  
Cur
- Mertz, Paul A., "Coordination of Store and School for Retail Training", National Business Education Quarterly, 6:29-31, October 1937.
- Author: Director of Company Training, Sears, Roebuck and Company.
- Mr. Mertz advocates close liaison between school and business. He suggests advisory committees, coop work and active interest by business people in developing school curricula.
25. HF  
1101  
J69  
Vol 13  
Oct 1937  
Nov 1937  
  
Code:  
Adm  
Ph  
His  
Cur
- Nichols, Frederick G., "Vocational Training for the Distributive Occupations Under the George-Deen Act", Journal of Business Education, 13:8-10, 20:8-10.
- Author: Howard University.
- Mr. Nichols defines D.E., gives a historical perspective and many constructive suggestions. He advocates a broad view of D.E. occupations. He sets standards for teachers and leaders in terms of business experience and academic course fulfillment. Curriculum offerings are listed. Preparatory and advanced classes advocated.

26. L Novotny, E.L., "Education for Useful Living", The School  
11 Executive, 56:190, 197, January 1937.  
S37  
Vol 56 Author: Superintendent, Beatrice, Nebraska.  
Jan 1937  
Code: A good article promoting the idea of cooperative programs.  
Val Coop is found to help students apply knowledge. The need for  
vocational training is truly great, for this training is no  
longer given in the home.
27. HF Reynolds, Helen, "The Experience of the Small High School in  
1101 Training for the Distributive Occupations", Journal of  
J69 Business Education, 13:10-12, September 1937.  
Vol 13  
Sept 1937 Author: Ohio University.  
Code: The need for D.E. training in high school is generally re-  
Adm cognized and students, parents, and employers are favorably  
Val inclined to it. Through the cooperative method, small high  
Cur schools can participate without undue expense. Retailing and  
merchandising necessary. Other curriculum suggestions are  
given and the results of a questionnaire are interpreted.
28. HF Brown, Quincy and Lillian E. Miles, "Two Tested Work-and-  
1101 Learn Plans for Business Students", Business Education  
B87 World, 18:837-840, June 1938.  
Vol 18  
June 1938 Authors: Senior High School, San Bernardino, California.  
Secretary to Superintendent of Schools, San Bernardino,  
California.  
Code: San Bernardino's program described. Lists businessman's  
Adm criticism of students. In-class talks by businessmen stres-  
Val sed. Advantages given.
29. HF Davis, Benjamin F., "A Diversified Occupational Program,  
1101 Its Origin, Establishment and Operation", Journal of Busi-  
J69 ness Education, 13:11-12, June 1938.  
Vol 13  
June 1938 Author: Diversified Occupations Program, Athens, Georgia.  
Code: After passage of George-Deen Act the need for more comprehen-  
Adm sive vocational training program is discussed. Coordinators'  
Ph responsibilities in such a program are outlined and steps of  
student learning are listed.
30. HF Editor's Note, "Pittsburgh Office Courses in Distributive  
1101 Occupations", Business Education World, 19:328, Dec 1938.  
B87  
Vol 19  
Dec 1938 Although classes were only started in September, the demand  
has been so great that more than fifty classes have been  
opened in Pittsburgh.  
Code:  
His

31. HF Kyker, Frank, "Distributive Education", National Business Education Quarterly, 6:33-35, March 1938.  
1101  
N25  
Vol 6  
Mar 1938  
Code: U.S. Office of Education.  
Adm  
His  
Val  
Mr. Kyker promotes distributive education by showing the need and the Government's concern and interest. He mentions D.E. coop only as an incidental aside.
32. LB Metz, J.J., "Cooperative Part-Time Courses", Industrial Arts and Vocational Education, 27:149, April 1938.  
1598  
15  
Vol 27  
Apr 1938  
Code: Editor, Industrial Arts and Vocational Education.  
Adm  
Ph  
Val  
The advantages of cooperative courses are stressed in this editorial. Four areas discussed include: giving students life experience, keeping courses up-to-date, finding employment for students with the hope of it becoming permanent, and the importance of coordinators.
33. HF Hollis, Preston Guy, "Timely Warning -- Possible Pitfalls Foreseen in the Distributive Occupations Program", National Business Education Quarterly, 6:39-41, May 1938.  
1101  
N25  
Vol 6  
May 1938  
Code: Assistant Professor, University of Kentucky.  
Adm  
Stresses well-trained staff, high professional standards, and good public liaison. Emphasizes State and Federal responsibilities.
34. HF Haas, Kenneth B., "Distributive Education Objectives and Achievements", Business Education World, 19:278-282, Dec 1938.  
1101  
B87  
Vol 19  
Dec 1938  
Code: U.S. Office of Education.  
Adm  
Ph  
Cur  
The following socio-economic objectives of D.E. are the bases on which the program can be justified: to help distributive workers to give better service, to be better consumers, and to promote better management. All of these produce larger profits for management and more satisfied consumers. Attainment of objectives depends on quality of program. Suggestions are given for curriculum content.
35. HF Fern, George H., "Vocational Education for the Distributive Occupations in Michigan", National Business Education Quarterly, 6:35-38, May 1938.  
1101  
N25  
Vol 6  
May 1938  
Code: State Director of Vocational Education, Michigan.  
Adm  
His  
Val  
Cur  
Importance of distributive occupational courses stressed. Types of plans working in Michigan are: (1) part-time coop, and (2) adult training. City centers of instruction are listed and commented upon. Types of courses offered are categorized. Suggested training program requirements are given.

36. HF Gleuck, Myrtle, "The Cleveland Retail Store Course".  
1101 National Business Education Quarterly, 6:20-34, May 1938.  
N25  
Vol 6 Author: Coordinator, John Hay High School, Cleveland.  
May 1938  
  
Code: Historical development of coop in Cleveland dating from 1920  
Adm (est) at the Longwood High School. This school operated a  
Ex program of part work, part school for three years. Plan  
His failed and was modified to meet with great success using only  
Cur girls and a separate coop school. Other programs begun in  
1923, 1929 reviewed. Complete description of student accept-  
ability, standards, curriculum, details of program, organiza-  
tion, methods of grading, advantages to business, advantages  
to students, administration, hours and salary, graduate op-  
portunity, and failures.
37. L Miles, Lillian E., "No Experience, No Job -- So What?",  
11 American School Board Journal, 97:19-21, July 1938.  
A8  
Vol 97 Author: Office, City Superintendent of Schools, San Ber-  
July 1938 nardino, California.  
  
Code: A description of the cooperative plan in San Bernardino.  
Adm The author gives problems encountered in initiating program.  
Ex Advisory committee, organization, evaluation.
38. L Milligan, Jack, "Developing the Training Program for the  
13 Distributive Trades", National Education Association,  
N4 76:613-614, 1938.  
Vol 76  
1938 Author: State Supervisor of D.E., Michigan.  
  
Code: Importance of distributive occupations in schools has de-  
Adm veloped because of spectacular growth in ability to manu-  
Prep facture and relative inability to move goods. Different  
arrangement were specified whereby schools could organize  
D.E. programs. The cooperative plan is one, but has limited  
emphasis here. Author anticipates preparatory and adult  
programs.
39. HF Milligan, Jack, "Distributive Education -- A Challenge to  
1101 the Business Educator", Business Education World, 19:89-  
B87 92, October 1938.  
Vol 19 Author: State Supervisor of D.E., Michigan.  
Oct 1938  
  
Code: Describes the place of D.E. as a part of vocational or busi-  
Adm ness curricula. The article promotes D.E. by showing the  
Cur scope of the field, student-business potential. It gives  
types of training programs, suggestions for coop classes, the  
place of the U.S. Office of Education and lists State D.E.  
personnel in the United States.



40. HF Olenbush, Mercy, "Business and School Get Together", Journal  
1101 of Business Education, 13:12-16, April 1938.  
J69  
Vol 13 Author: High School, Haddon Heights, New Jersey.  
Apr 1938  
  
Code: A report of the development and present standing of the  
Adm cooperative plan at Haddon Heights, New Jersey. Deals with  
Ex department store coop students and outlines the details of  
His the plan, giving an assessment of it. Strong emphasis is  
Val given to placement. Includes a secretarial coop also.
41. L Clover, Nian, "Part-Time Cooperative Classes, National  
13 Education Association, 77:679-680, 1939.  
N4  
Vol 77 Author: Assistant State Supervisor in charge of D.E. Still-  
1939 Water, Oklahoma.  
  
Code: Spells out the advantages of a cooperative plan to employers  
Val and students. Employer is benefited because he has extra  
help on weekends and busy periods, help of teachers in selec-  
ting employees, cost of training new employees is lowered  
through benefit of related class instruction. The student  
receives the advantage of working under favorable circumstances.
42. L Douglass, Dr. Harl R., "Youth, School, Work, and Community",  
11 School and Society, 50:65-71, July 1939.  
S36  
Vol 50 Author: Chairman of Teacher Education, University of North  
July 1939 Carolina.  
  
Code: Dr. Douglass spells out the question and problem of absorbing  
Adm youth in the work world. He states the forces that cause  
Ph problems to youth and sees the cooperative method as one of  
His the possible solutions. He shows that at least 500 schools  
Val and colleges have tried it with some success; also stresses  
advantages to youth. Only part of article deals with coop  
method.
43. L Girault, William S. and Stewart T. Walton, "We Give Them  
11 Experience", Educational Method, 18:262-265, March 1939.  
E223  
Vol 18 Authors: Teachers, West High School, Denver, Colorado.  
Mar 1939  
  
Code: Report of cooperative program in Denver. Students first  
Adm studied occupations through individual research, then reviewed  
Val job application procedures and personal qualities for getting  
Cur and holding a job. Students were then released each afternoon  
Meth to work on a nonpay basis in various establishments.

44. L Reeves, Floyd W., "Youth in a Changing World," National  
13 Education Association, 77:92-94, 1939.  
N4  
Vol 77 Author: Chairman, President's Advisory Committee on Edu-  
1939 cation, Washington, D.C.
- Code: This article deals with youth and their employment problems.  
Adm A short paragraph refers to cooperative education and relates  
Ph some of the difficulties of the plan. School scheduling and  
store wage setting are problem areas. Coop however, has ad-  
vantages that are not found in other programs.
45. HF Siegler, Carlton J., "A Bibliography for Distributive  
1101 Occupations", Journal of Business Education, 15:23-24,  
J69 October 1939.  
Vol 15  
Oct 1939 Author: Newtown High School, New York.
- Code: A list of materials and books are given to aid the teacher of  
Adm the related class. Some of the listed headings are: Adver-  
tising, method of D.E., class stores, consumer education,  
fashion, others.
46. L Young, G.P., "As Off to Work They Go", School Executive,  
11 59:11-14, October 1939.  
S37  
Vol 59 Author: School Superintendent, Alamosa, Colorado.  
Oct 1939
- Code: The coop program at Alamosa was established in 1935 to help  
Adm the student choose a vocational goal. Mechanics of the plan  
Ex are given and duties of the coordinator are specified.  
Ph Pictures of some of the students at work are found in the  
His article.  
Val
47. LB Beamer, Alan L., "Diversified Occupations in Covington High  
1598 School", Industrial Arts and Vocational Education, 29:98-  
15 100, March 1940.  
Vol 29  
Mar 1940 Author: Vocational Coordinator, Covington High School,  
Virginia.
- Code: A description of organization of diversified occupation  
Adm courses in a small community. The objectives and advantages  
Ex of the program given. Coordinator responsibilities, daily  
Val work reports, rating sheets, and coordinator reports are  
all included.

48. HF Blackler, William R., "Distributive Education in our Vocational Program", Journal of Business Education, 16:11-13, September 1940.  
1101  
J69  
Vol 16  
Sept 1940 Author: California State Department.
- Code: Importance and opportunity of D.E. described, showing the  
Adm scope of the field in industry and educational programs.  
Val Tells of benefits to industry and the consumer. Standards of service received by consumers and rendered to employers will be greatly improved through adequate D.E. training.
49. HF Dalthorp, Charles J., "A Cooperative Work-Study Plan",  
1101 Business Education World, 20:781-784, May 1940.  
B87  
Vol 20 Author: Superintendent of Schools, Aberdeen, S. Dakota.  
May 1940
- Code: An outline of a cooperative plan in Aberdeen, which is designed for high school students. Course detail is given with the sequence reiterated. Copies of the student evaluation letter and the student-employer agreement are included.  
Adm  
His  
Val  
Cur
50. HF Douglass, Dr. Harl R., "Youth Needs Work Experience",  
1101 Business Education World, 20:784-785, May 1940.  
B87  
Vol 20 Author: Chairman of Teacher Education, University of North Carolina.  
May 1940
- Code: The author's strongest point here is that a coop plan meets the needs of the students. He shows increase in coop programs from scarcely none to 176 in five years. Retail selling is the largest single area where coop programs are functioning successfully.  
Ph  
His  
Val
51. L Eldridge, H.D., "Putting Pupils to Work in Diversified Occupations", Nation's Schools, 26:25-27, December 1940.  
11  
N28  
Vol 26 Author: Superintendent of Schools, Greeley, Colorado.  
Dec 1940
- Code: The central issue here is how the schools can meet the vocational needs of the students. One answer given importance is the cooperative plan. This plan is outlined and the result of an employer survey and an employee survey are given. These surveys point out the need for the coop program.  
Ph  
Val
52. HF Galper, Sidney A., "Cooperating with Store Managers", Journal of Business Education, 15:21-22, February 1940.  
1101  
J69  
Vol 15 Author: Salem Vocational High School, Salem, Mass.  
Feb 1940
- Code: This article outlines the problems and importance of establishing the proper kind of relations with the business community with regard to cooperative programs. It tells of resistance to coop by businesses and attempts to show advantages to business.  
Adm

53. HF Haines, William E., "Partners for Profit", Business Education  
1101 World, 20:629, March 1940.  
B87  
Vol 20 Author: Supervisor of Business Education, Delaware.  
Mar 1940  
Code: One page article announcing the cooperative program in  
Adm Wilmington, Delaware. Tells the reasons for the program and  
Ex stresses participation by employers. Copy of the advertising  
Val leaflet is included.
54. HF Wagner, Graydon C. and Carl J. Nemetz, "Greenwich Trains for  
1101 Distributive Jobs", Journal of Business Education, 16:11-12,  
J69 October 1940.  
Vol 16  
Oct 1940 Authors: Greenwich High School, Connecticut.  
Code: Since merchants in any community best understand the factors  
Adm pertinent to selling in the community, the start of a dis-  
Meth tributive occupations curriculum should be with the merchants  
of the community. To gain their support, a fair was proposed  
with students assigned to work with different stores. Enthu-  
siastic support given. Some pictures of booths included in  
article.
55. HF Williams, Rae C., "A Cooperative Program in Retailing",  
1101 Business Education World, 20:768-772, May 1940.  
B87  
Vol 20 Author: Head, Retail Selling Department, Omaha Technical  
May 1940 High School, Nebraska.  
Code: Describes course sequence for the Omaha Technical High School  
Adm student in a retailing program in considerable detail. Suc-  
Cur cesses explained briefly. Pictures and descriptions of  
school physical facilities are given including a small shop  
and a grocery store.
56. HF James, L.E., "Developing Courses in Distributive Education  
1101 Under the George-Deen Act", Journal of Business Education,  
J69 18:19-21, November 1942.  
Vol 18  
Nov 1942 Author: Cardozo High School, Washington, D.C.  
Code: Historical perspectives are important in giving a sense of  
Adm direction for the future. "Guidance, education and ultimate  
Ph placement are the goals of this program. One cannot exist  
His without the other. The functions must be successfully co-  
Gu ordinated in order to justify retail cooperative part-time  
Cur training." Coordination is stressed. A chart showing a  
city's organization in relation to the business community is  
included.



57. T  
61  
S6  
Vol 50  
1942
- Park, C.W., "The Genesis of the Cooperative Method Idea", Journal of Engineering Education, 50:310-315, 1942.
- Author: Professor of English, College of Engineering and Commerce, University of Cincinnati.
- Code:  
His
- The author credits Herman Schneider as the originator of the cooperative method, who developed it as a means of instruction and pushed its acceptance in the field of engineering.
58. LB  
1598  
15  
Vol 31  
Dec 1942
- Smith, L.F., "Work, A Realistic Lab", Industrial Arts and Vocational Education, 31:422-424, December 1942.
- Author: Coordinator, Rochester Athenaeum and Mechanics Institute, New York.
- Code:  
Adm  
Ph  
His  
Val  
Gu  
Cur
- A brief annotated bibliography covering some of the materials available on cooperative education prior to 1942. The material is listed under such headings as: Administering Cooperative Work Programs, Organizing a Cooperative Work Program, Determining the Effectiveness of Cooperative Work Programs in Action, and others.
59. LB  
1598  
15  
Vol 32  
Nov 1943
- Banks, M., "Establishing Store Relationships for a Cooperative Program of Distributive Education", Industrial Arts and Vocational Education, 32:370-372, November 1943.
- Author: A.S. Beck Shoe Corporation, New York City.
- Code:  
Adm
- A recipe on how to start a cooperative program. Mr. Banks gives major emphasis to store program relationships and the role of the coordinator in the selection of placements. Types of jobs and cooperating stores are listed. Strong emphasis on standards and requirements for both student and store.
60. L  
11  
S551  
Vol 51  
Nov 1943
- Beckley, Donald K., "Meeting Business Needs through Cooperative Education", School Review, 51:539-543, November 1943.
- Author: Rochester Athenaeum and Mechanics Institute, Rochester, New York.
- Code:  
Adm
- The purpose of this article in the author's own words, " . . . is to point out some of the difficulties faced by business concerns in making use of cooperative students and to describe methods through which a cooperative plan can be organized and directed to meet actual business needs."

61. HF Greenfield, E.A., "A Cooperative Distributive Education  
1101 Program in Wartime", Journal of Business Education, 18:21,  
J69 May 1943.  
Vol 18  
May 1943 Author: Coordinator of Distributive Education, Weirton,  
West Virginia.
- Code:  
Adm A general discussion of the cooperative method and the pro-  
His bloms that D.E. faced during the war. Cooperative Education  
demands that the employer assist in a planned training pro-  
gram. Articulation between job and school is vital.
62. LB Nichols, Frederick G., "The Problems of Method in Vocational  
5 Education", National Society for the Study of Education,  
N25 42nd Yearbook, 1:111-118, 1943.  
Part 1  
1943 Author: Associate Professor of Education, Harvard.
- Code:  
Meth This essay discusses various methods used in vocational edu-  
cation. A section is devoted to distributive education,  
wherein it is stated that D.E. cannot reach its full potential  
with any other method than the cooperative method. Other  
methods are also considered: project and contract plan.
63. LB Banks, M., "Instructional Methods in Distributive Education",  
1598 Industrial Arts and Vocational Education, 33:47-48, Feb  
15 1944.  
Vol 33  
Feb 1944 Author: A.S. Beck Shoe Corporation, New York City.
- Code:  
Meth A discussion of the relative merits of different methods of  
presenting subject matter in the related class. The author  
concludes that the following are especially effective: the  
group discussion method, the demonstration method, the case  
study method, and the project method.
64. HF Banks, M., "Standards in Distributive Education", National  
1101 Business Education Quarterly, 12:27-30, March 1944.  
N25  
Vol 12  
Mar 1944 Author: Coordinator of D.E., Tilden High School, Brooklyn,  
New York.
- Code:  
Adm A variety of standards are used to judge candidates for work.  
Some of these are: age, physical size, health, appearance,  
personality, English usage, intelligence, and technical  
skills. Schools must prepare students to meet higher post-  
war standards.

65. HF Bethel, Lawrence L., "Work-Study Education in Natural Environment", National Business Education Quarterly, 12:11-21, 41, May 1944.  
1101  
N25  
Vol 12  
May 1944
- C Code: Directed to college level, but significant because it presents a viewpoint not commonly found during this period. Efforts should be made to teach in the "natural environment", not in isolation. The University of Cincinnati and Antioch College have attempted to make work a part of general education and have set up factories as labs. Suggestions are given for individually planned programs, for the related curriculum must be presented in a special way and transitional courses must be adopted.  
Adm  
Ph  
His  
Val  
Cur
66. HF Gowens, H.W. and others, "A Complete Cooperative Training Program as Administered in Tulsa, Oklahoma", National Business Education Quarterly, 12:22-36, May 1944.  
1101  
N25  
Vol 12  
May 1944
- Author: Superintendent of Schools, Tulsa, Oklahoma.
- Code: This article presents the Tulsa cooperative plan. History, objectives, advantages, modes of operation, all kinds of forms, curriculum content, placement, fees, communication with parents, trainee and training stations, evaluation, job analysis, absences, trainee tips, coordinator relationships, and graduation expectations are given in some detail.  
Adm  
Ex  
Ph  
His  
Val  
Cur
67. HF Graham, J., "The Quarter Century Mark in Cooperative Training", National Business Education Quarterly, 12:62-64, May 1944.  
1101  
N25  
Vol 12  
May 1944
- Author: Supervisor of Commercial Education, Los Angeles City Schools.
- Code: This article has two basic parts: First, a general discussion of the needs of cooperative education . . . now and during the war; Second, a description of the essential features of a work experience program. The author makes no distinction between work experience and occupational cooperative experience.  
Adm  
Val
68. HF Kibby, Ira W. and W.R. Blackler, "Administrative Aspects of Cooperative Business Training", National Business Education Quarterly, 12:58-61, May 1944.  
1101  
N25  
Vol 12  
May 1944
- Authors: California State Department of Education.
- Code: Problems facing a new coop program include: (1) Labor laws relating to part-time employment of minors and females; (2) Union regulations; (3) Businessman apathy; (4) Integrating business experience with school class material; (5) Trained teacher securement; (6) Operating in a small community. The importance and provisions of the George-Deen Act are related.  
Adm

69. HF Nichols, Frederick G., "Work Experience", National Business Education Quarterly, 12:3-10, May 1944.  
1101  
N25  
Vol 12  
May 1944  
Author: Harvard University.  
Business teachers are urged to examine the work experience concept, which must become an integral part of the school system. A brief history is given showing the need for work experience in the urban centers. The order of development of educational methods is given. Guidance, curriculum and personnel are all cited.  
Code:  
Adm  
Ph  
His  
Val  
Gu
70. HF Pope, J.B., "Possible Cooperative Plans Under The National Vocational Education Act", National Business Education Quarterly, 12:37-41, May 1944.  
1101  
N25  
Vol 12  
May 1944  
Author: U.S. Office of Education.  
Minimum requirements in establishing a federally reimbursed program under the George-Deen and Smith-Hughes Acts are given. Here the author has incorporated several ways of establishing a program and has given suggested requirements.
71. HF Rowse, Edward J. and others, "The Functions and Possibilities of Cooperative Training", The American Business Education Yearbook, 1:219-232, 1944.  
1101  
A65  
Vol 1  
1944  
Code:  
Adm  
Ph  
His  
Val  
The authors credit the schools of Fitchberg, Mass. for the first coop programs in 1908. Boston followed in 1913. New York 1915 followed by Rochester. Many interesting historical facts given. Objectives and functions of coop related. Importance of government reimbursement. The authors give conditions for successful training and emphasize unlimited possibilities of properly administered program. Future of program given.
72. HF Schindel, Philip W., "The Role of Business in Cooperating with the School", The American Business Education Yearbook, 1:181-187, 1944.  
1101  
A65  
Vol 1  
1944  
Author: Employment Manager, L. Bamberger and Company.  
Business and education have a number of areas of common concern -- student character, intelligence, intuition, adaptability, experience and special traits. Business recognizes the contribution of special training, general educational training, and job adjustment. Cooperative efforts enhance both.



73. HF Strong, Earl P., The Organization, Administration, And  
1106 Supervision of Business Education, The Gregg Publishing  
S7 Company, N.Y., pp 206-208, 1944.  
1944  
Author: University of Illinois.  
Code: Guiding principles for setting up a cooperative program are  
Adm given. Three alternative plans are listed as well as sixteen  
advantages.
74. HF White, Gordon H., "Ten Years of Cooperative Training in the  
1101 Modesto City Schools", National Business Education Quar-  
N25 terly, 12:55-57, May 1944.  
Vol 12  
May 1944  
Plan details developed by representatives of the school,  
employers and labor. Lay committees coordinate the coopera-  
Code: tive placement job. Administrative mechanics are stated.  
Adm Junior College coop has not detracted from the high school  
Val coop; in fact a greater number of employers now take high  
school students. Influences of the war are expanded. After  
10 years, the program is on sound footings and having success.
75. AW Brockman, L.), Inauguration and Development of Cooperative  
By833 Work-Experience Education in Secondary Schools, Doctoral  
1945 Dissertation, 1945, available from University of Wisconsin.  
Code: Develops the foundation of cooperative education from its  
Adm historical, psychological, sociological, economical and phi-  
Ex losophical background. It makes an analysis of administra-  
Ph tive practices including students' schedules, enrollment,  
His teacher training, reporting, and legal aspects of the plan.  
Cur Curriculum coordination and guidance problems are reviewed.  
A number of specific programs are surveyed. Conclusions and  
suggestions are given.
76. HF Dame, F.J. and others, "Improving Learning and Achievement in  
1101 Merchandising and the Distributive Occupations", American  
A65 Business Education Yearbook, 2:192-216, 1945.  
Vol 2  
1945  
Author: Head, Commercial Education, Washington Public Schools,  
Washington, D.C.  
Code: Only part of chapter is devoted to the coop method. A dis-  
Adm cussion of coop training as effected by the war. Brief his-  
His tory tracing developments before George-Deen Act. Influences  
Cur and major changes after the Act: more practical courses of-  
Meth fered, better selection of students, more accurate evaluation,  
up-grading teacher qualifications and methods of teaching.  
Standards of performance and limitations are given and many  
teaching methods included. Visual aids are stressed.

77. HF Gause, Catherine, and others, "Improving Learning and Achievement Through Work Experience Programs in Business Education",  
1101 American Business Education Yearbook, 2:299-307, 1945.  
A65  
Vol 2  
1945  
Author: Teacher of Business English, Delaware.
- Code: An analysis of the cooperative method with a breakdown of the  
Adm topics as follows: minimum essentials, incentive values, re-  
Val alistic standards, improved attendance, employable personality  
Cur traits, contribution to curriculum, coordination essentials,  
Meth types of organization, and student reaction to program. Good  
article to be read for its conclusions and suggestions.
78. HF Morsey, R.J., "Salesmanship -- Cooperative vs Traditional",  
1101 Journal of Business Education, 20:18-20, May 1945.  
J69  
Vol 20  
May 1945  
Author: North High School, Columbus, Ohio.
- Code: Mr. Morsey compares cooperative salesmanship with traditional  
Adm salesmanship. He feels the coop method is far superior. "The  
Cur traditional method does not enable a teacher to reach the  
chief objective." "The cooperative program provides realization of vocational objective by making provision for actual experience under competent supervision and using related classroom work."
79. HF Beckley, Donald K., "Cooperative Retail Training in Retrospect",  
1101 Business Education World, 26:422-423, April 1946.  
B87  
Vol 26  
Apr 1946  
Author: Director, Prince School of Retailing, Simmons College, Boston.
- Code: This essay shows how former cooperative students view the pro-  
Adm gram. The general conclusion is that there are three areas in  
Ex which most coop programs could improve: (1) Better coordination  
Val with stores. (2) More carefully planned job schedule for coop  
work. (3) Closer tie between work experience and course  
material.
80. L Brockman, L.O., "Inauguration and Development of Cooperative  
13 Work Experience Education in Secondary Schools", National  
N27 Association of Secondary School Principals Bulletin, 30:39-  
Vol 30 60, January 1946.  
Jan 1946  
Author: Montana State College.
- Code: The purpose of this article is three fold: (1) to make a  
A critical analysis of administrative practices in successful  
Ex cooperative education programs; (2) to discover why many sec-  
Ph ondary schools do not use this method; (3) to recommend sug-  
His gestions for the improvement of cooperative education pro-  
Val grams. The results cannot be adequately summarized, but this  
Gu article is most complete and shows favorable results from  
Cur work experience.

81. LB Dillon, Harold J., Work Experience in Secondary Education,  
1029 National Child Labor Committee, N.Y., 1946.  
C6  
D5 Author: Connecticut State Department of Education.  
1946  
  
Code: This committee report outlines the basic purposes of work ex-  
Adm perience as: (1) abolishing exploitation of children under  
Ph guise of education, (2) controlling part-time work under  
His school supervision, (3) reaching school drop-outs. The book  
Val covers needs of young people, origin of the program, objec-  
Gu tives of the program, administration, selection-placement,  
Cur supervision and guidance. It also describes credit granting,  
control of employment, integration with curriculum, effects  
on scholarship, health, money, and appraisals of the program  
by students, principal, parents, labor, and employer.
82. HF Dunstan, Mary F., "The Case Method and Learning to Think",  
1101 Business Education World., 26:477-478, May 1946.  
B87  
Vol 26 Author: Russell Sage College.  
May 1946  
  
Code: The case, for a case method study, must be realistic. Sug-  
Meth gestions for effective case use are given.
83. L Ferguson, A.W., "Schools and Industry Cooperate", Journal of  
11 Education, 129:22-24, January 1946.  
J5  
Vol 129 Author: Superintendent of Schools, York, Pennsylvania.  
Jan 1946  
  
Code: This article discusses cooperative education as used in all  
Adm areas of vocational education by the community of York. The  
Ex importance of advisory committee and how it helps keep the  
Val program in focus is stressed. The author shows that the coop-  
erative method has worked most satisfactorily.
84. HF Hansen, Carrie, "Opportunities for Practical Work Experience",  
1101 Business Education World, 26:358-359, March 1946.  
B87  
Vol 26 Author: Sales and Office Coordinator, Placement Director,  
Mar 1946 East High School, Waterloo, Iowa.  
  
Code: Deals with work experience rather than cooperative method,  
Adm but is interesting because it shows an attempt to correlate  
Meth a related class to the students' work experience, adminis-  
trative responsibility for placement, follow-up etc.

85. HQ Michener, A.D., "Can Job and School Mix?", Parent's Magazine,  
750 21:24-25, 175, November 1946.  
A2 Author: Director, Olney Center, Temple University.  
P33  
Vol 21  
Nov 1946 In this essay the author shows some of the problems faced in  
educating the business world and parents that cooperative  
education is a useful, productive form of education.  
Code:  
Adm  
Ph  
Val
86. HF Beckley, Donald K., "Looking at Distributive Education",  
1101 Journal of Business Education, 22:30, January 1947.  
J69  
Vol 22 Author: Director, Prince School of Retailing, Simmons  
Jan 1947 College, Boston.  
Code:  
Meth Stresses the significant growth of the club movement and  
gives the objectives of such club activities. The present  
status of clubs in terms of numbers (242) and enrollment  
(5600) of young people is related.
87. HF Beckley, Donald K., "An Approach to Selling From 'Down  
1101 Under'", Journal of Business Education, 23:23, September 1947.  
J69  
Vol 23 Author: Director, Prince School of Retailing, Simmons  
Sept 1947 College, Boston.  
Code:  
Cur More attention should be given to the psychology of selling  
in the related class. A suggestion is given here to show how  
this might be carried out.
88. LC Eddy, James R.D. and others, "Distributive Education in  
1041 Texas", American Vocational Association Journal, 22:7-9,  
A5 32-33, January 1947.  
Vol 22  
Jan 1947 Author: Director, Industrial and Business Extension Training,  
University of Texas.  
Code:  
Ex The editor here has pulled a number of articles together  
Meth from Texas. Each article reflects some of the local color  
and experiences which illustrates again the importance of  
adapting to local situations. Many different courses of  
study and activities are listed briefly.
89. LC Ellison, Milton F., "Cooperative Retailing in Battle Creek,  
1041 Michigan", American Vocational Association Journal, 22:35,  
A5 December 1947.  
Vol 22  
Dec 1947 Author: Coordinator, Battle Creek, Michigan.  
Code:  
Cur The units taught in the related class in Battle Creek are as  
follows: pre-induction, 20 hours; the salesperson, 25 hours;  
salesmanship, 30 hours; textile merchandise information, 50  
hours; non-textile merchandise information, 45 hours; and  
many others.



90. hF  
1101  
B86  
Vol 1  
Apr 1947
- Kirk, John G., "Integrating Distributive Education in the Schools", Business Education Forum, 1:31-33, April 1947.
- Author: Director of D.E., Philadelphia Public Schools.
- Fusion of practice and theory is possible under the D.E. coop plan. The related class is vital to teach basic skills and trait competency. Advisory committees are useful and fill a great need. A sequence of course offerings, schools and work schedules, other class activities and in-service training activities are described.
- Code:  
Adm  
Ph  
Val  
Cur  
Meth
91. L  
111  
A6  
No. 9  
1947
- Legg, Jesson and Proffitt, School and Work Programs, United States Office of Education, Bulletin #9, 1947.
- A broad, overall view of the types of coop programs as well as other part-time work projects. It covers purposes, types, popularity, kinds of work, controls exercised by schools, attitudes toward, good and bad features, and the future in cooperative education. 136 school systems working under war-time conditions are considered here. Letter of inquiry included.
- Code:  
Adm  
Ex  
Ph
92. LC  
1041  
A5  
Vol 22  
Sept 1947
- Loos, Marguerite, "Distributive Education Clubs of America", American Vocational Association Journal, 22:16-17, 27, 32; September 1947.
- Author: State Supervisor of D.E., Ohio.
- A brief historical account of the development of D.E.C.A.. The functions of club activities are: (1) Social, (2) Educational, (3) Citizenship, (4) Harmonious working relationship, (5) Raise occupational standards, (6) Community service.
- Code:  
Meth
93. HF  
1101  
J69  
Vol 22  
May 1947
- Loso, Foster W., "Work Experience on the Job Level", Journal of Business Education, 22:11-12, May 1947.
- Author: Director of Business Education, Elizabeth, N.Y.
- The author wishes a tightening of regulations and practices to increase effectiveness and proper organization of work experience, thus meeting school and student objectives.
- Code:  
Adm
94. HF  
1101  
N25  
Vol 16  
Dec 1947
- Nolan, D.A., "Functional Cooperative Business Education", National Business Education Quarterly, 16:47-50, Dec 1947.
- Author: State Supervisor of Business and Distributive Education, Delaware.
- Dr. Nolan gives a brief history of cooperative education in Delaware and discusses some specific cooperative education topics such as: planning the program, arranging the schedule for the coordinator, and others.
- Code:  
Adm  
His

95. LC Packer, Harry Q., "Selecting the D.E. Student", American  
1041 Vocational Association Journal, 22:24, January 1947.  
A5  
Vol 22 Author: State Supervisor of D.E., West Virginia.  
Jan 1947  
Teachers must be aware of the skills students will need to  
get a job upon graduation. A survey showed the need for in-  
creased distributive workers, yet the students were not en-  
rolling. More effective guidance is needed. Coop programs  
will create real interest for students.
- Code:  
Adm  
Ph  
Val
96. HF Silverberg, R.L., "Beyond the Experimental Stage", Business  
1101 Educational World, 28:92-95, October 1947.  
B87  
Vol 28 Author: LaFayette High School, Brooklyn, New York.  
Oct 1947  
A discussion of cooperative training and how it works. The  
summary stresses the fact that cooperative education is no  
longer an experiment.
- Code:  
Adm  
Val
97. LC Balboni, Marian and Helen Lord Smith, "A Unified Store-School  
1041 Workshop", American Vocational Association Journal, 23:22,  
A5 June 1948.  
Vol 23 Authors: Assistant State Supervisor of D.E., Boston.  
June 1948 Teacher-Coordinator, Brockton, Mass.  
A short article showing and reviewing the new equipment such  
as movable desks, display case, etc. that enable this class  
to have a real D.E. laboratory set-up.
- Code:  
Adm
98. HF Beaumont, John A., "Recent Developments in Business Educa-  
1101 tion -- Retailing", American Business Education Yearbook,  
A65 5:323-328, 1948.  
Vol 5  
Sec 8 Author: State Board for Vocational Education, Springfield,  
1948 Illinois.  
The article deals in the main with the broad field of retail-  
ing and its needs, but calls for, as one of its recommenda-  
tions, the inclusion of a supervised work experience program.
- Code:  
Adm
99. HF Beckley, Donald K., "Getting Value from Work Experience",  
1101 Business Education World, 28:577-579, June 1948.  
B87  
Vol 1948 Author: Director, Prince School of retailing, Simmons  
College, Boston.  
Classroom designed and initiated projects are suggested as  
a means of increasing student interest in their jobs. The  
unique characteristic of these projects is that they are  
helpful to the respective employer. Some projects include:  
(1) Making a list of gifts appropriate for different ages;  
(2) Preparing a sales-check manual for new employees of small  
stores; (3) Preparing a directory of merchandise locations.
- Code:  
Meth

100. HF Beckely, Donald K., "The Early Days in Retail Training",  
1101 Business Education World, 29:38-41, September 1948.  
B87  
Vol 29 Author: Director, Prince School of Retailing, Simmons  
Sept 1948 College, Boston.
- Code: Interesting historical account of development of retail store  
His training in school. Pictures are included showing an early  
class of girls at the Prince School. First retail store-  
school was the John Wanamaker Commercial Institute organized  
in 1896 in the Wanamaker Store in Philadelphia. Only part of  
the curriculum was retailing. The aim was educating store  
workers. Many stores followed, but this function was taken  
over by outside agencies. The 1905 class cited.
101. HF Boldand, Kathleen, "Distributive Education Students Need  
1101 Visual Presentation in Window-Display Training", Balance  
B3 Sheet, 30:19-21, September 1948.  
Vol 30 Author: Saginaw High School, Saginaw, Michigan.  
Sept 1948
- Code: A frame structure representing a window, a large glass mirror,  
Adm and businessmen visiting the classroom have added a sense of  
Meth dynamics to the class. Professionals do the displays with  
students observing. Points by the businessmen are given.  
Floor plans are mapped out.
102. LC DeBennings, M.J., "The Purpose of Distributive Education  
1041 Clubs", American Vocational Association Journal, 23:18, 20;  
A5 May 1948.  
Vol 23 Author: State Supervisor of D.E., Oklahoma.  
May 1948
- Code: The D.E.C.A. creed and objectives are quoted. Different stu-  
Meth dent reports and speeches are printed as D.E.C.E. activities.  
A review of a D.E.C.A. convention is included.
103. HF Ernest, John W., "Teaching Methods in Distributive Occupa-  
1101 tional Training", Business Education Forum, 2:27-28, 44-  
B86 45; April 1948.  
Vol 2 Author: Instructor of Merchandising, Los Angeles City College.  
Apr 1948
- Code: The need to train young people for clusters of jobs instead of  
Ph specific jobs is important because of the changes and oppor-  
Cur tunities in distribution. Objectives of D.E. are cited with  
Meth an emphasis on tying instruction to job experience. Various  
methods of teaching are suggested.

104. HF  
1101  
J69  
Vol 23  
May 1948
- Keeling, Wilbur, "The Distributive Education Coordinator",  
Journal of Business Education, 23:30-32, May 1948.
- Author: State Teachers College, Valley City, N.D.
- A study surveying five states to determine coordinators' responsibilities. These duties were categorized under the following headings: (1) Administrative and Supervisory, (2) Duties Relating to Students, (3) Clerical Duties, (4) Program Promotion, (5) Non-Distributive Duties, (6) Others.
- Code:  
Adm
105. HF  
1101  
J69  
Vol 23  
Apr 1948
- Milligan, Jack, "Cooperative Training -- A Challenge to Business Education", Journal of Business Education, 23:24-26, April 1948.
- Author: Chief, Business Education, Michigan Department of Public Instruction.
- Code:  
Adm  
Ph  
Val
- Points out the difference between occupational cooperative education and general work experience education. The type of experience offered must be a constant concern. The nature of cooperative education, administrative problems, teacher-coordinator, types of cooperation, departmental placement, individualization, and Federal aid are some topics discussed.
106. LB  
2300  
C48  
Vol 23  
Apr 1948
- Park, C.W., "The Beginning of Cooperative Education", College and University, 23:449-453, April 1948.
- Author: University of Cincinnati.
- A general discussion about Herman Schneider and his philosophical approach to educational problems. His solutions to problems resulted in cooperative education.
- Code:  
Ph  
His
107. HF  
1101  
B87  
Vol 29  
June 1949
- Beckley, Donald L., "The Situation-Response Question", Business Education World, 29:619-620, June 1949.
- Author: Director, Prince School of Retailing, Simmons College, Boston.
- Code:  
Meth
- The situation-response test question will be more valid in type of test construction because it gets at the idea of practical application. A test is included in the selling unit in this article.



108. HF Beckley, Donald L., "Retailing Device: The Use of Selling-  
1101 Situation Problems", Business Education World, 30:132-134,  
B87 November 1949.  
Vol 30 Author: Director, Prince School of Retailing, Simmons  
Nov 1949 College, Boston.
- Code:  
Meth Selling-situation problems, properly prepared and realisti-  
cally presented, will increase the student's ability to solve  
retailing problems. A sales-situation is the statement of an  
actual sales interview. Some examples are given in full with  
accompanying possible solutions.
109. HF Blackler, W.R., "Growth of Cooperative Training in Business  
1101 Education", Business Education Forum, 4:38, November 1949.  
B86  
Vol 4 Author: California State Department of Education.  
Nov 1949
- Code:  
Adm Cooperative training is one of the most rapidly expanding  
Val methods on the educational horizon. Mr. Blackler feels that  
its future outlook is great. The essential of cooperation,  
the importance of coordination and placement are discussed  
briefly.
110. HF Caplan, Samuel W., "Signals for the Coordinator", Business  
1101 Education World, 29:289-290, January 1949.  
B87  
Vol 29 Author: Temple University, Philadelphia.  
Jan 1949
- Code:  
Adm Concrete suggestions given the coordinator as he goes into  
the community to solicit the businessman's support. Barriers  
must be broken down. Do's and Don't's flow freely.
111. HF DeBenning, M.J., "Oklahoma Distributive Education", Journal  
1101 of Business Education, 24:21-22, April 1949.  
J69  
Vol 24 Author: State Supervisor of D.E., Sillwater, Oklahoma.  
Apr 1949
- Code:  
Adm A successful distributive education program is dependent upon  
Ex the following factors: (1) State Board of Education, (2)  
Ph Local school administration, (3) Local merchants and their  
association, (4) Teacher personnel with proper training, (5)  
Careful selection of students, and (6) Student club organiza-  
tion and activities.
112. HF Hayden, Carlos K. and William E. Jennings, "Using the Advisory  
1101 Committee", American Business Education, 6:89-94, Dec 1949.  
A64  
Vol 6 Authors: Department of Education, State University, Columbus,  
Dec 1949 Ohio.
- Code:  
Adm The value of advisory committees is shown in making the pro-  
gram dynamic. Advisory committee is defined, authority ex-  
plained, duties outlined, appointment described, and member-  
ship qualifications listed. Cooperation among committee  
members, teachers and businesses is essential.



113. HF Heiss, Renetta F., "The Cooperative Fashion Show -- A Retail-  
1101 ing Project", Business Education World, 29:593, June 1949.  
B87  
Vol 29 Author: Altoona High School, Altoona; Pennsylvania.  
June 1949  
Code: School students worked with a local store to set up a sales-  
Meth promotion, a display and a merchandising committee. Each  
committee worked under the chairmanship of the local store  
department manager and planned a very successful campaign.
114. LB Johnson, Lloyd W. and William H. Roe, Review of Current  
1594 Literature on Work Experience Programs, 1949.  
FJ6  
1949  
Code: A compilation of thoughts on the following topics: types of  
Adm work experience, benefits of work experience, recommendations  
Ph for work experience, work experience in secondary education,  
Val ar training program, evaluation, reimbursement, and others.  
Spc This bulletin has other articles dealing with the basis of  
coop.
115. HF Tonne, Herbert A., Estelle L. Popham, and Herbert M. Freeman,  
1106 Methods of Teaching Business Subjects, The Gregg Publishing  
T59 Company, N.Y., pp 398-401, 1949.  
Vol 9  
Sept 1949 Authors: New York University; Hunter College, New York; New  
Jersey State Teachers College.  
Code: The fifteenth chapter is addressed to the field of D.E. The  
Adm historical effect of the George-Deen Act and George-Barden  
Ph Act is traced. Alternate plans and some advantages and pro-  
His blems are pointed out. Possible related course offerings are  
Val given.  
Cur
116. HF Turille, Stephen J., Principles and Methods in Business Edu-  
1106 cation, McClure Printing Company, Virginia, pp 80-95, 1949.  
T8  
1949 Author: Madison State College, Virginia.  
Code: Mr. Turille criticizes the "bookish" approach and advocates  
Adm cooperative business training. He suggests a rotational ex-  
Ph perience and a partnership between school and work. Advan-  
Val tages of the program are cited with proper planning and close  
Cur cooperation stressed. Some probable problems are listed.  
Answers to the following questions are given: When to have a  
coop program, what school credit to be given, what specific  
organizations necessary?

117. L Walker, A.L., "Job Centered Business Education", National  
11 Education Association, 38:348-349, May 1949.  
N25  
Vol 38 Author: State Supervisor, Commercial Education Service,  
May 1949 Virginia State Board of Education.
- Code: Mr. Walker lists what he feels are the most desirable char-  
Adm acteristics to be found in a work station. Included also  
are student qualities needed for this program. The need for  
community and parent public relations work is stressed.
118. HF Baker, W. Maurice, "The Purpose and Pattern of a Good Dis-  
1101 tributive Education Club", Business Education World, 30:  
B87 456-457, May 1950.  
Vol 30  
May 1950 Author: Head, Department of D.E., University of Kentucky.
- Code: The essential of good club organization are spelled out  
Meth here. Why have a club? What can be expected from a club?  
Both questions answered in an interesting manner.
119. HF Beckley, Don A., "Five Techniques for Use in Teaching Re-  
1101 tailing and Salesmanship", Business Education World, 30:  
B87 340-341, March 1950.  
Vol 30  
Mar 1950 Author: Director, Prince School of Retailing, Simmons  
College, Boston.
- Code: The five techniques in teaching retailing are given with dis-  
Meth cussion of each. (1) Interview the customer. (2) Acquire  
verbal facility. (3) Use of customer comments. (4) Use of  
retail history. (5) Challenging sales persons.
120. HF Bernard, Louise, "The Distributive Educator Coordinator as a  
1101 Community Training Director", Business Education World,  
B87 31:92-94, October 1950.  
Vol 31  
Oct 1950 Author: Virginia State Supervisor of D.E.
- Code: The position taken by this writer is that the D.E. coordinator  
Adm can properly fill the function of a community training dir-  
ector for those stores too small to carry the function on  
their own. Steps to carry out this job, forms, planning, and  
helps are offered. A survey is suggested.
121. HF Bixler, Reyno F., "Practical Pre-Employment Training",  
1101 Journal of Business Education, 25:17, April 1950.  
J69  
Vol 25 Author: Waukegan Township High School, Waukegan, Illinois.  
Apr 1950
- Code: The importance of 11th grade pre-employment class is stressed,  
Adm since it gives the student the opportunity to examine the  
Ph field of distribution by business visits, speakers, and class-  
Gu room instruction. Class objectives are: to show the students  
Meth the opportunities available, to give job information and re-  
Prep quirements and to show how he, as an individual, will fit  
into the work environment.

122. HF Boland, Kathleen, "Follow-up on Placement of Distributive  
1101 Education Students", Balance Sheet, 31:388-389, May 1950.  
B3  
Vol 31 Author: Saginaw High School, Saginaw, Michigan.  
May 1950  
Code: Follow-up studies are suggested as a means of supplying in-  
Adm formation about your program, but also success stories can  
improve your present class as well as solicit additional help  
from local businessmen. A simple follow-up letter is included.
123. HF Chapman, E.N., "Tailor-Made Cooperative Retail Training",  
1101 Journal of Business Education, 26:150-152, December 1950.  
J69  
Vol 26 Author: Chaffey College, Ontario, California.  
Dec 1950  
Code: Mr. Chapman states that it has become increasingly difficult  
Adm for teachers to tailor a course to fit students' needs since  
Val schools have become increasingly crowded. However, retailing  
has been tailoring its curriculum. He feels the cooperative  
method has made it possible. He discusses recommended essen-  
tials for such a program.
124. HF Clark, L.M., "Selected Methods and Techniques for Teaching  
1101 Cooperative Part-Time Students", Business Education Forum,  
B86 4:10-11, April 1950.  
Vol 4 Author: Indiana University.  
Apr 1950  
Code: An outline of methods for teaching the related class to coop-  
Meth erative students. Some of the methods suggested are case,  
demonstrations, speakers and various projects. A strong  
emphasis on variety is made.
125. HF Iffrig, Mildred, "Distributive Education in New Brunswick,  
1101 N.J.", Journal of Business Education, 25:19-20, April 1950.  
J69  
Vol 25 Author: Teacher Coordinator.  
Feb 1950  
Code: The program of distributive education and coop was enthusias-  
Adm tically received in New Brunswick because of student club  
Ex activities. Business help was solicited and various projects  
undertaken by students.
126. HF Loos, Marguerite, "The Distributive Education Clubs of  
1101 America, Now Three Years Old", Business Education World,  
B87 30:342-344, March 1950.  
Vol 30 Author: Supervisor of D.E., Ohio.  
Mar 1950  
Code: The author gives historical development, original founding of  
Meth D.E.C.A., its structure and the needs it fulfills. The basic  
need is "to prepare students to meet responsibilities, specifi-  
cally those of earning a living, through understanding of and  
training for job requirements of retail, wholesale, and ser-  
vice occupations."

127. HF Meyer, Warren G., "The Work Experience Laboratory in Distributive Occupations", Business Education Forum, 24:12-124, April 1950.  
1101  
B86  
Vol 24  
Apr 1950 Author: University of Minnesota.
- Code: Purpose of the article is to aid coordinator in evaluating  
Adm his program. Objectives of work experience lab: (1) acquire  
Ph first-hand experience, (2) learn to solve problems on the job,  
Meth (3) learn to perform operations and develop skills in them.  
Close correlation between business and school is needed to  
assure that objectives are met.
128. HF Morrow, John M., "The D.E. Coordinator Contributes Much to  
1101 His School's Public Relations", Business Education World,  
B87 31:49-151, November 1950.  
Vol 31  
Nov 1950 Author: State Supervisor, D.E., Montpelier, Vermont.
- Code: The coordinator is in the best position to explain D.E. to  
Adm the community because of regular contacts outside the school.  
One of the first persons contacted should be executive of professional retailing association. The establishment of an advisory committee is most useful in promotion.
129. HF Richert, Henry G., "The Nation-Wide Progress of Distributive  
1101 Education", Business Education World, 31:15-17, Sept 1950.  
B87  
Vol 31  
Sept 1950 Author: Program Planning Specialist, U.S. Office of Education.
- Code: The importance of distributive education is evidenced by the  
Adm importance of distribution in the economy. Federal funds,  
Ph growth of philosophy, acceptance of D.E. throughout the nation are encouraging. The role of the National Federation of Sales Executives and the American Marketing Association is significant in helping promote a successful D.E. program. Better public relations and promotional work is a must.
130. HF Roth, E.A., "A Challenge to Cooperative Work Experience",  
1101 Journal of Business Education, 25:11-12, 29, January 1950.  
J69  
Vol 25  
Jan 1950 Author: University of Missouri, Columbia, Missouri.
- Code: The place of Federal support in cooperative education is  
Adm given. Coop however is not the only worthwhile program. Increased research will aid development of full potential of the  
Ph D.E. field. Emphasis is on planning, standards and objectives.



131. HF Saphir, Sarah and William M. Polishook, "A Digest of Contemporary Thought in Distributive Education", Business Education World, 30:458-461, May 1950.  
1101  
B87  
Vol 30  
May 1950  
Authors: Department of Business Education, Temple University, Philadelphia.
- Code:  
Adm Covers many topics such as importance of distribution, opportunities in retailing, teacher qualifications, selection of students, types of training, subject matter, school credit, social activities, and evaluation.  
Cur
132. HF VanWagenen, Rulon C., "Changing Concepts of Junior College Distributive Education", Business Education Forum, 12:19-20, April 1950.  
1101  
B86  
Vol 12  
Apr 1950  
Author: California State Department of Education.
- Code:  
Adm The author discusses the articulation problem between high school and Junior College for both schools must prepare students for job entry positions. Most of the efforts of Junior College ought to be directed to the middle management position and be concerned with training married women. Junior College has great responsibility in training more mature workers. Advantages of Junior College D.E. are given.  
Ph  
Val
133. HF Walters, R.G. and C.A. Nolan, Principles and Problems of Business Education, South-Western Publishing Company, N.Y., pp 124-141, 283-297; 1950.  
1106  
W34  
1950  
Authors: Grove City College and Syracuse University.
- Code:  
Adm Reasons for D.E.'s introduction and late development are cited. Effects of the George-Deen and George-Barden Acts are told. The authors give an example of a program and possible curriculum course offerings. Coop is mentioned as a possible method with advantages, disadvantages, planning of program, community survey, areas of work experiences, scheduling, placing, coordination, wages and reports given.  
Ph  
His
134. LC Watkins, Alice E., "Twenty-nine Years of D.E.", American Vocational Association Journal, 25:8-9, February 1950.  
1041  
A5  
Vol 25  
Feb 1950  
Author: Coordinator, D.E., Theodore Ahrens Trade High School, Louisville, Kentucky.
- Code:  
Adm A history of D.E. in Louisville is given and illustrated by some of the interesting activities and success encountered. Procedure of organizing the program, enrollment and follow-up results are briefly given.  
Ex  
His  
Val



135. HF Blackler, William R., "Editorial Statement", Business Education Forum, 5:9, April 1951.  
1101  
B86  
Vol 5 Author: State Department of Education, California.  
Apr 1951  
  
Code: In the coop plan, the businessman acts as an associate instructor because school and business work together to educate the student. A close working relationship between the two is needed and the advisory committee with help cooperation.  
Adm  
Ph
136. HF Cobb, Howard, "Organizing the Distributive Education Advisory Committee", Balance Sheet, 32:111-112, 114: November 1951.  
1101  
B3  
Vol 32 Author: Senior High School, Amarillo, Texas.  
Nov 1951  
  
Code: Membership on the advisory committee must be given to interested persons, but limited to from 5 to 7 members. The members should be recommended by the coordinator and appointed by the superintendent. Other suggestions are given.  
Adm
137. HF Haj, Carlos K., Major Issues in Business Education, South-Western Publishing Company, N.Y. pp 49-55, 1951.  
1101  
S6  
#75 Author: University of Houston.  
May 1951  
  
Code: This monogram is a published thesis dealing with many questions of D.E.. Many answers to a questionnaire were directed to the cooperative experience.  
Adm
138. HF Hecht, Joseph C., "How We Can Use Salesmanship to Recruit Superior High School D.E. Students", Business Education World, 31: January 1951.  
1101  
B87  
Vol 31 Author: D.E. Teacher-Coordinator, Poughkeepsie, N.Y.  
Jan 1951  
  
Code: Some suggestions for selling the D.E. program in order to recruit better students are: (1) Explain the program to homerooms, (2) Show the counselors and have them work with students, (3) Sponsor a Coop Dance, (4) Talk to Service Club group, (5) Plan excursion, (6) Newspaper publicity, and (7) Sponsor assembly program.  
Adm
139. HF Humphrey, C., "Types of Cooperative Training Programs", Business Education Forum, 5:24, April 1951.  
1101  
B86  
Vol 5 Author: U.S. Office of Education.  
Apr 1951  
  
Code: The term "types of programs" as used in this article refers to the different schedule arrangements available to cooperative students in dividing their time between the classroom and job.  
Adm

140. HF Jones, G.V., "Essentials of a Cooperative Educational Program for the Distributive Occupations", Business Education Forum, 5:11-12, April 1951.  
1101  
B86  
Vol 5  
Apr 1951  
Author: Coordinator of D.E. at William Penn High School, Delaware.  
  
Code:  
Adm  
Listed are five essentials to a cooperative plan and a brief discussion of each. They are: (1) Community, (2) School, (3) Advisory Committee, (4) Sales laboratory classroom, and (5) Teacher-coordinator.
141. HF Lanham, F.W., "Development and Growth of Reimbursed Cooperative Distributive Occupations and Office Training Programs in Michigan", National Business Education Quarterly, 20:29-34, October 1951.  
1101  
N25  
Vol 20  
Oct 1951  
Author: University of Michigan.  
  
Code:  
Adm  
His  
Here the author traces the growth in great detail, of cooperative business education in Michigan from its beginning in 1937 to 1950. Viewed principally from activities performed by the Business Education Division of the Michigan Office of Vocational Education. Features of Federal legislation are reiterated.
142. HF Logan, O.K., "Evaluating Cooperative Training for the Distributive Occupations", Business Education Forum, 5:13-14, April 1951.  
1101  
B86  
Apr 1951  
Author: State Supervisor of D.E., Olympia, Washington.  
  
Code:  
Adm  
A short essay on testing the program to ascertain whether the cooperative method is fulfilling the needs of the students. The article incorporates a checklist for evaluating the coop method.
143. HF Ralph, Jane R., "Store Relationships in a Cooperative Training Program", Business Education Forum, 5:12-12, April 1951.  
1101  
B86  
Vol 5  
Apr 1951  
Author: Teacher-Coordinator of D.E., Chicago Public Schools.  
  
Code:  
Adm  
Cur  
Deals with the formulation of good store-program relations and ways to get the most from the store experience. Listed are seven important areas: (1) Advisory committee, (2) Coordinator store visits, (3) Employer's rating, (4) Discussions with store executives, (5) Store awards, (6) Employer-employee graduation luncheon, (7) Alumni participation.

144. HF Morrow, John M., "Six Suggestions for Assuring Good Internal  
1101 Public Relations for D.E. Coordinators", Business Education  
B87 World, 31:498-499, June 1951.  
Vol 31 Author: State Supervisor of D.E., Montpelier, Vermont.  
June 1951
- Code: Morrow's six points are: (1) Do an outstanding job with your  
Adm first group, (2) Establish a two-year program, (3) Make the  
counselor an informed friend, (4) Keep administrators aware  
of your activities, (5) Make use of merchants and advisory  
committees, (6) Plan effective publicity.
145. HF Perpetua, Sister Marie, "Why Not More Work Experience?",  
1101 Journal of Business Education, 26:383-384, May 1951.  
J69  
Vol 26 Author: Nazareth Academy, Rochester, New York.  
May 1951
- Code: This article is directed to cooperative office practice,  
Adm however the treatment of the following areas is applicable  
to D.E. coop: (1) A respect for the problems of the employer,  
(2) An understanding of the problems of public relations,  
(3) In-school obstacles, and (4) Dangers to the students --  
e.g. a student may miss much extra-curricular activity that  
would be beneficial to him.
146. HF Shapiro, Harold E., "How to Put the Right D.E. Student in  
1101 the Right D.E. Job", Business Education World, 31:282-285,  
B87 February 1951.  
Vol 31 Author: D.E. State Supervisor, Massachusetts.  
Feb 1951
- Code: The essential feature of proper placement is in the analysis  
Adm of the job. Jobs must be classified, analyzed regarding ac-  
tivities and duties, and requirements demanded.
147. HF Swack, Harvey R., "Recruiting D.E. Students Via Guidance",  
1101 Business Education World, 32:189-191, December 1951.  
B87  
Vol 32 Author: Mansfield High School, Mansfield, Ohio.  
Dec 1951
- Code: The author surveyed D.E. students in Ohio to determine how  
Gu they discovered the D.E. coop program. Many results are  
given, but the main point of the article is that early guid-  
ance directs students into the program. A strong guidance  
program is needed in the 9th, 10th, and 11th grades.
148. HF Blackler, William R., "Coordination in Distributive Occupa-  
1101 tional Training", Business Education Forum, 6:9, April 1952.  
B86  
Vol 6 Author: California State Department of Education.  
Apr 1952
- Code: This editorial discusses coordination, its definition, how  
Adm to be effective, specific aspects, and significance.

149. HF Coghlan, Beth, "Cooperative Business Education Programs",  
1101 American Business Education Yearbook, 9:312-214, 1952.  
A65  
Vol 9 Author: Supervisor of D.E., Seattle Public Schools.  
1952  
  
Code: This chapter lists three types of cooperative business edu-  
Adm cation programs: diversified occupations, office practice,  
and distributive education. Miss Coghlan's purpose here is  
to discuss the work of the coordinator and the immediately  
related duties and activities. Topics covered include ad-  
visory committee, qualifications of coordinator, establishing  
training stations, and many more.
150. HF Donaldson, LeRoy J. and others, "School and Community Rela-  
1101 tions in Distributive Education", American Business Educa-  
A64 tion, 9:38-44, October 1952.  
Vol 9 Author: Distributive Occupations Coordinator, Galesburg,  
Oct 1952 Illinois.  
  
Code: A discussion of school and community relations through em-  
Adm ployee organizations, home visitation and service clubs.  
Ph Many experiences are quoted and helpful suggestions given.
151. LC Kneeland, Dr. Natalie, "Virginia's D.E. Coordinators Evaluate  
1041 Their Program", American Vocational Association Journal,  
A5 27:9, May 1952.  
Vol 27 Author: Research Consultant, School of D.E., Richmond.  
May 1952  
  
Code: A survey taken of D.E. graduates, 372 merchants and 32 coor-  
Am dinators investigating many issues.
152. Hr Kneeland, Dr. Natalie and Louise Bernard, "Activity Analysis",  
1101 Business Education World, 33:120-121, November 1952.  
B87  
Vol 33 Authors: D.E. Training Consultant, Virginia State Supervisor  
Nov 1952 of D.E..  
  
Code: This article describes a "way of systematizing the coordinator's  
Adm job". An "activity analysis" shows that a D.E. coordinator's  
job falls into five categories: training and curriculum pre-  
paration, personal management, organization, promotion, and re-  
cords and reports. Each coordinator must analyze his program  
to see that one activity is equal in stress to the others.  
Weekly and monthly calendars are suggested and advantages to  
careful planning stressed.
153. HF Krawitz, Myron J., "Big Store, Little Store?", Business Edu-  
1101 cation World, 32:486-487, 507; June 1952.  
B87  
Vol 32 Author: Coordinator of D.E., Atlantic City, New Jersey.  
June 1952  
  
Code: The selection of a training station must meet certain criteria  
Adm established to meet student need, not only convenience. The  
relative merits of a big store vs a small store participation  
is the basis of the article.



154. HF Loos, Marguerite, "Effective Coordination of Cooperative Education Programs", Business Education Forum, 6:14-15, April 1952.  
1101  
B86  
Vol 6  
Apr 1952  
Author: State Department of Education, Columbus, Ohio.
- Code: Any program in D.E. is only as good as the coordination.  
Adm This author describes functions of coordinator as: student preparation for program, class instruction, evaluation and follow-up. Through effective coordination and carefully planned instruction, the real purpose of vocational education is realized.
155. HF Miller, Alwin V., "When the Businessman Says No", Balance Sheet, 33:259-262, February 1952.  
1101  
B3  
Vol 33  
Feb 1952  
Author: South Oregon College, Ashland, Oregon.
- Code: Various sales appeals that might work in the approach to negative businessmen are listed. Use of local Chamber of Commerce is effective.  
Adm  
Ph
156. HF Nichols, Frederick G., "Work Experience and Credit", Journal of Business Education, 27:324, April 1952.  
1101  
J69  
Vol 27  
Apr 1952  
Author: Harvard University.
- Code: The author gives three arguments commonly used for NOT granting credit to students who have completed work experience programs as: (1) Credit should be reserved for academic work, (2) The complexities of store experience defy objective grading, (3) Work experience and school experience are not always comparable.  
Adm  
Ph
157. L Pellegrine, T.J., "An Experiment in Occupational Training", School Executive, 71:57-60, May 1952.  
11  
S37  
Vol 71  
May 1952  
Author: Teacher-Coordinator, William Penn High School, New School, New Castle, Delaware.
- Code: This article tells how a high school revised its curriculum to include vocational training, specifically D.E.. Administrative procedures are given and the curriculum time-table included. One teacher coordinated all areas for smooth operation.  
Adm



158. HF Pellegrine, T.J., "Why Not individualize Instruction in  
1101 Distributive Education?", Balance Sheet, 33:303-304,  
B3 March 1952.  
Vol 33  
Mar 1952 Author: Teacher-Coordinator, William Penn High School,  
New Castle, Delaware.
- Code:  
Meth The coordinator here is forced to individualize instruction  
since his related class has Office and Diversified Occupa-  
tion Coop students besides his D.E. Coop students. Students  
are allowed to investigate topics they are interested in.  
Examples stated.
159. HF Pierson, Theodore K., "Oregon Offers Vocational Education for  
1101 the Distributive Occupations", Business Education Forum,  
B86 6:32, 40; January 1952.  
Vol 6  
Jan 1952 Author: Coordinator, Part-Training Program, Salem, Oregon.
- Code:  
Adm A description of Oregon's vocational program including pol-  
Val icies, evaluation, helps to students, and placement. Value  
of the program in aiding students and country is given.
160. HF Swack, Harvey R., "Why High School Students Take Distributive  
1101 Education", Business Education World, 32:326-327, Mar 1952.  
B87  
Vol 32  
Mar 1952 Author: Mansfield High School, Mansfield, Ohio.
- Code:  
Ph A survey of all Ohio D.E. coop students to determine their  
Val motives for taking the course. The replies were different  
from those suggested by some critics -- wanting to get out of  
school. The main reasons were to survey different places of  
business and to get some work experience. The author suggests  
that each teacher survey his own class to determine motives of  
his class.
161. HF Beaumont, J.A., "Cooperative Education", American Business  
1101 Education Yearbook, 10:379-404, 1953.  
A65  
Vol 10  
1953 Author: State Department of Public Instruction, Springfield,  
Illinois.
- Code:  
Adm A "How-to-do-it" program covering everything from student's  
schedules to techniques for specific instruction. Responsi-  
bilities of coordinator, differences between work experience  
and cooperative education (chart form), teacher helps for in-  
struction. Coordinating activities such as time, reports,  
selection and placement, occupational information, counseling,  
training station criteria, agreements, and follow-up. Very  
complete article.

162. HF Cooper, Walter A., "Evaluating Effective Learning Through  
1101 School-Business Cooperation", American Business Education  
A65 Yearbook, 10:420-435, 1953.  
Vol 10  
1953 Author: National Association of Manufacturers, New York.
- Code: Coop programs can be evaluated by answering the following  
Adm questions: (1) Did the coop experience bring the student  
Cur closer to everyday living? (2) Did the experience create  
interest in the commercial world? (3) Did the experience  
provide up-to-date information not available in a book?  
Nine more evaluation questions are asked.
163. HF Graham, Jessie and Claude Owen, "Report of U.B.E.A. Research  
1101 Foundation Study on Work Experience in Business Education",  
N25 National Business Education Quarterly. 21:56-71, Spring 1953.  
Vol 21  
1953 Authors: Los Angeles City Schools.
- Code: The study conducted to uncover problems and to discover cur-  
Adm rent practices in work experience. 128 replies received  
Ph from questionnaire. Problems such as type and purpose of  
Cur program, student participation, placement, supervision,  
teacher load, evaluation, pay, and many others are surveyed.
164. HF Horn, D.C., "Criteria for Individual Instruction", American  
1101 Business Education Yearbook, 10:340-345, 1953.  
A65  
Vol 10  
1953 Author: Roosevelt High School, St. Louis, Missouri.
- Code: Mr. Horn states that cooperative education allows for student  
Adm differences by molding the curriculum to fit the individual.  
Cur He shows how to get the most from the program. Excellent  
Meth article with many examples.
165. HF Pellegrine, T.J., "Why Not Individualize Instruction in Dis-  
1101 tributive Education?", American Business Education Yearbook,  
A65 10:327-330, 1953.  
Vol 10  
1953 Author: William Penn High School, Delaware.
- Code: A discussion of the curriculum at the high school in New  
Adm Castle. The students on coop have two related classes.  
Cur (1) The coordinator discusses matters of general interest to  
all students. (2) Students work on projects and materials  
related to their career or occupational objective. A curri-  
culum schedule is suggested.

166. HF Williams, Rae C., "Thirty-two Years in D.E.", Business Education World, 33:238, January 1953.  
1101  
B87  
Vol 33 Author: Omaha, Nebraska.  
Jan 1953  
A short historical resume noting the start on the program in 1920 and the development that occurred in the ensuing years. Satisfaction with the program in Omaha, Nebraska is stated.
- Code: Code:  
His
167. LC Andrews, Margaret, "How Much is Enough?", American Vocational Association Journal, 29:20-21, February 1954.  
1041  
A5  
Vol 29 Author: Consultant in Business Education, Minneapolis.  
Feb 1954  
The experience in Minneapolis suggests that a one semester work experience program is more advantageous than a longer period of time. The purposes and objectives of the program can be met within the shorter period of time effectively.
- Code:  
Adm  
Ex  
Ph
168. HF Andrews, Margaret, "Cooperative Work Students", Journal of Business Education, 29:329-330, May 1954.  
1101  
J69  
Vol 29 Author: Minneapolis Public Schools.  
May 1954  
A report on a follow-up study of Minneapolis coop graduates revealed that: (1) graduates were earning good salaries, (2) they were satisfied with their work and not contemplating additional training, (3) most felt experience in coop was helpful and (4) students do stay on job where placed as coop students -- those who leave do so for better salaries. Many other results given.
- Code:  
Adm  
Ex  
Ph  
Val
169. HF Bloomfield, Daniel, "Opportunities in Distributive Education", American Business Education, 11:71-74, December 1954.  
1101  
A64  
Vol 11 Author: Retail Trades Board, Boston, Massachusetts.  
Dec 1954  
The author discusses the demand for adequately trained personnel and greater job opportunities available. He shows that school-business cooperation is a must, advisory committees are essential, a comprehensive public relations campaign is necessary, and a better guidance service must be offered. D.E. coop must be sold in order that the program might expand.
- Code:  
Adm  
Ex  
Val  
Gu
170. HF Elam, Margaret and others, "In Distributive Education", American Business Education, 10:253-256, May 1954.  
1101  
A64  
Vol 10 Author: Supervisor of D.E., St. Louis, Missouri.  
May 1954  
Effective teaching for D.E. slow-learning students includes: sales demonstrations and their value, opportunities and suggestions in selling, providing concrete experiences and enriched instruction.
- Code:  
Meth

171. HF Humphrey, Katherine, "Problems of Teachers of Distributive  
1101 Education Subjects", American Business Education, 10:152-  
A64 153, March 1954.  
Vol 10 Author: Iowa State Teachers College, Cedar Falls, Iowa.  
Mar 1954
- Code: An outline of techniques most effective in recruitment of  
Adm students. Develop good public relations, encouragement,  
Ph present program in assembly, have special D.E. Community Day,  
Val and many others. Questions of effective counseling, training  
Gu materials, stimulated reading and employers responsibilities  
Meth are all discussed.
172. HF Kindall, A.F., "Training Activities at Filene's", American  
1101 Business Education, 11:83-84, December 1954.  
A64  
Vol 11 Author: William Filene's Scns Company, Boston.  
Dec 1954
- Code: Only a part of this article deals with coop, but an interest-  
Ex ing reference is made to the part this company had in pione-  
His ering the cooperative education movement. A list of schools  
which the company works with is given. Other forms of sup-  
port such as career days, store tours, etc. are mentioned.
173. HF Krawitz, Myron J., "Getting Support", Business Education  
1101 World, 34:32-33, February 1954.  
B87  
Vol 34 Author: D.E. Coordinator, Atlantic City, New Jersey.  
Feb 1954
- Code: Atlantic City is a difficult place to operate D.E. because  
Adm it is a resort area -- retailers reduce staff as school  
Ex opens. School officials, local merchants and the Chamber of  
Ph Commerce all met to draw up a program. As a result, interest  
Val increased, guidance counseling became more effective, and the  
Gu philosophical base rallied support.
174. HF Miller, Thomas E. and others, "Fundamental Problems in Dis-  
1101 tributive Education", Business Education World, 34:19-20,  
B87 June 1954.  
Vol 34 Author: D.E. Supervisor, Pittsburgh, Pennsylvania.  
June 1954
- Code: Twenty-three common problems in D.E. are listed with their  
Adm possible solutions. Very informative for starting a new  
program or improving an older one.



175. HF Moran, Helen M., "The Boston Plan", American Business Education, 11:81-83, December 1954.  
1101  
A64  
Vol 11  
Dec 1954  
Author: Coordinating Teacher, East Boston High School.  
Code:  
Adm The need for an adequate retail teaching center is presented.  
Ex The advantages of Boston program and a brief history of coop  
His development are given. Administrative mechanics of the pro-  
Val gram listed are: money earned, hours worked, positions,  
evaluation and diploma, credits. Some of the wide range of  
occupations are given.
176. HF Brendel, LeRoy A., "Work Experience, At What Price?", Busi-  
1101 ness Education World, 36:16-17, 31; September 1955.  
B87  
Vol 36  
Sept 1955  
Author: Beverly High School, Massachusetts.  
Code:  
Ph Here the author cites twenty-one arguments against work ex-  
Val perience in high school on the basis that it does not accom-  
plish the desired ends and wastes time. He then renumerates  
eleven ways of giving adequate work experience and keep stu-  
dents in the classroom.
177. HF Burlingame, Billings, "Improving D.E. Instruction Through  
1101 State Supervision", Business Education World, 36:19-21,  
B87 40; October 1955.  
Vol 36  
Oct 1955  
Author: New York State Department of Education.  
Code:  
Adm The author outlines history of D.E. in New York State and  
Ex shows the State Supervisor's responsibility for supervision  
His of old and promotion of new programs, teacher training, and  
Cur curriculum. He gives steps in setting up new programs and  
planning course outlines and syllabi.
178. L Dunsmore, Kelley, "Work Experiences", National Association  
13 of Secondary School Principals, 39:189, April 1955.  
N27  
Vol 39  
Apr 1955  
Author: Principal, North Muskegon High School, North  
Muskegon, Michigan.  
Code:  
Adm To fulfill the purpose of the high School -- meet the needs  
Val of youth and society -- a work experience is essential. The  
author explains the difference between work experience and  
cooperative education.
179. HF Hampton, Robert E., "The Work Experience Training Program --  
1101 Its Need, Its Promotion, and Its Establishment", Balance  
B3 Sheet, 37:102-108, November 1955.  
Vol 37  
Nov 1955  
Author: Santa Rosa Junior College.  
Code:  
Adm A long detailed article best summarized by listing the head-  
Ph ings: the objective of work experience program; the need for  
Val it on the part of students, employers and school; the needs  
of the community; the establishment of a program; survey  
guide; promotion; and advisory committee.



180. LC Hood, Arthur A. and others, "The Facts About Distributive  
1041 Education", American Vocational Association Journal,  
A5 30:13-14, April 1955.  
Vol 30  
Apr 1955 Author: Vice President, Vance Publishing Co., Chicago.
- Code: The importance of Federal Funds (D.E.'s life saver), the ob-  
Adm jectives of D.E. and how to implement these objectives are  
stated by the author.
181. HF Mason, Ralph E., "What Makes a Successful Coordinator?",  
1101 Business Education Forum, 9:16-17, April 1955.  
B86  
Vol 9  
Apr 1955 Author: Springfield Public Schools, Springfield, Illinois.
- Code: Qualifications for a good teacher are listed. A coordinator  
Adm needs teacher qualities plus those of successful businessman.  
Teacher training must include cooperative business experience  
to give him same type of learning that he will be teaching.  
Genuine desire is needed to help young people choose careers  
in business.
182. HF Shultz, K.A., "Cooperative Business Education", American  
1101 Business Education, 11:165-168, March 1955.  
A64  
Vol 11  
Mar 1955 Author: Director of Business Education, York, Pennsylvania.
- Code: A discussion of what cooperative education is and why it is  
Adm needed. The question of student maturity for the coop expe-  
Ph rience is handled. 15 values of the program are listed.  
Val Advice to beginning schools include: survey the community,  
meet school administration, select advisory committee, call  
coordination and thinking meeting, select students, inspect  
classes and training stations.
183. HF Andrews, Margaret, "Are We Capitalizing on the Guidance Values  
1101 in Christmas Extra Classes?", Business Education Forum,  
B86 11:27, 32; October 1956.  
Vol 11  
Oct 1956 Author: Consultant in Business Education, Minneapolis Public  
Schools.
- Code: A special training program was started in October for students  
Adm in retail sales. Placement for Christmas sales period was not  
Ex high the first year, but since, very favorable results have  
His been attained. Appraisal responses of the students and ins-  
Gu tructors are given. Also included, a brief history of the  
Meth program.

184. LC Brown, Carl T., "50 Years of Progress in Distributive Education", American Vocational Association Journal, 31:57-59, December 1956.  
1041  
A5  
Vol 31  
Dec 1956  
Author: State Supervisor of D.E., North Carolina.
- Code: Early history of D.E. is told starting with Lucinda Prince  
Ph in 1905 and proceeding up through the Federal Government  
His Acts. Teacher training, adult program, influence on sales training and trade associations, growth of professional associations and D.E.C.A. are traced through the most important developmental stages.
185. HF Chrismer, John M., "Cooperative Part-Time Programs in the Smaller Community", Business Education Forum, 10:14-16, April 1956.  
1101  
B86  
Vol 10  
Apr 1956  
Author: Nebraska State Department of Public Instruction.
- Code: Nebraska has many smaller communities which cannot support a  
Adm complete distributive education program. A part-time combination of D.E. and trade and industrial training was found  
Cur to meet the needs. The author gives description of various plans and the problems of combined programs are outlined.
186. HF Rosenwinkel, Howard and Arne Kowalzek, "Distributive Education and Consumer Education Classes Join Hands", Business Education Forum, 11:29-30, November 1956.  
1101  
B86  
Vol 11  
Nov 1956  
Authors: Little Falls High School, Little Falls, Minnesota.
- Code: A proposal to combine the D.E. class and a consumer economics  
Cur class to allow each to see the view of the other. D.E. class  
Meth presented a sales demonstration with consideration given to consumer information. Consumer class presented the consumer position.
187. HF Severson, L.C., "How Teacher-Coordination Rate Their Problems", Business Education Forum, 11:26, 28; Dec 1956.  
1101  
B86  
Vol 11  
Dec 1956  
Author: San Diego City Schools, San Diego, California.
- Code: A survey questionnaire sent to 61 teacher-coordinators of  
Adm D.E. showed common problems were: maintenance of student interest in related classwork, student loss of interest in job, practical application of subject matter, lesson planning, finding and using aids and equipment, lack of supplementary materials, and evaluation.

188. HF Thomson, Lawrence T., "No Magic Formula for Cooperation",  
1101 Business Education Forum, 10:9-11, April 1956.  
B86  
Vol 10 Author: Michigan State Department of Public Instruction.  
Apr 1956  
  
Code: Reports successes in Michigan with statistics listed. Out-  
Adm lines history of development of D.E. in the state. Teacher  
Ex in-service training improved cooperation. Advisory committees  
His at state and local levels fostered better understanding.
189. LB Tyler, Henry T., Report of the Study of Work Experience Pro-  
1029 grams in California High Schools and Junior Colleges, Bul-  
C6 letin of the California State Department of Education, Vol  
T9 25, #3, Sacramento, 1956.  
1956  
  
Author: Supervisor Vocational Education, California State  
Department of Education.  
  
Code: A study of the practices and programs in operation in Cali-  
Adm fornia. It includes problems, establishment and maintenance  
Ex of the program, legal implications, recommendations. Also  
Ph included are forms, definitions and recommended legislation.  
His  
Val  
Cur
190. LC Beckley, Donald K., "Where Can D.E. Find More Students?",  
1041 American Vocational Association Journal, 32:28, April 1957.  
A4  
Vol 32 Author: Director, Prince School of Retailing, Simmons  
Apr 1957 College, Boston.  
  
Code: Recruitment of students needs to take a broader view. For  
Adm example; (1) Search out more jobs requiring skills, (2) Stress  
retailing in general business courses, (3) Encourage more  
students to take basic retailing courses, (4) Include store  
executives on Career Day program.
191. HF Gradoni, John, "Conflicting Principles and Practices in Dis-  
1101 tributive Education", Journal of Business Education, 33:  
J69 October 1957-January 1958, 25-26, 76-78, 110-112, 167-169.  
Vol 33  
1957  
  
Author: General Motors Institute, Flint, Michigan.  
  
Code: A summary of thesis findings with emphasis on staff qualifi-  
Adm cations, coordination activities, curriculum content, in re-  
Ph lation to phases of a high school cooperative retail training  
Val program. Some problem areas defined are: statement of aims  
Cur and objectives, continuity of work experience, related class,  
training station requirements, and many more.

192. HF Hager, Oswald M., "Distribution in Everybody's Business",  
1101 Business Education Forum, 11:29-30, February 1957.  
B86  
Vol 11 Author: University of North Dakota.  
Feb 1957  
Code: Distribution is not everyone's business, but it is the heart  
Adm of our economy and demands increasing specialization to meet  
Gu its needs. Schools can meet full potential of workers if  
proper objectives are defined, proper guidance offered, coop-  
erative efforts in training at all levels, and research  
studies done.
193. HF Haines, Peter G., "When Learning Changes Behavior", Business  
1101 Education Forum, 11:6, April 1957.  
B86  
Vol 11 Author: Michigan State University.  
Apr 1957  
Code: Because each trainee is different and his job-needs vary, a  
Cur one-technique of teaching is not adequate. Individual in-  
Meth struction, however, is sadly neglected in D.E. programs  
across the country. Distributive training must meet and re-  
flect diversities found in the field.
194. HF Haines, Peter G., "A Half-Century of Education for Distribu-  
1101 tion", Business Education Forum, 11:24-26, May 1957.  
B86  
Vol 11 Author: Michigan State University.  
May 1957  
Code: A definition of D.E. is given which is more encompassing than  
Adm the commonly held narrow view of retailing sales courses.  
His This broad view promotes three types of classes: coop, adult,  
and pre-employment. A brief historical account of the dev-  
elopment of D.E. is included. Present statistics of enroll-  
ment and club activities are given.
195. HF Hartzler, F.E., "A Checklist for Retail Store Selling", Busi-  
1101 ness Education Forum, 11:31-32, January 1957.  
B86  
Vol 11 Author: Kansas State Teachers College, Emporia, Kansas.  
Jan 1957  
Code: The checklist is offered to better sales training in the re-  
Cur lated class. A survey was made and a number of sales points  
Meth identified for successful selling.
196. HF Hedish, Norma, "Illinois Students Interpret the Cooperative  
1101 Training Program", Balance Sheet, 39:16-17, 21; Sept 1956.  
B3  
Vol 39 Author: University of Illinois, Chicago, Illinois.  
Sept 1957  
Code: A study is made to determine effectiveness of classroom re-  
Adm lated instruction, correlated with on-job training. The  
survey increased sales training in the classroom. Other  
administrative results are reported.



197. L  
111  
A6  
#5  
1957  
Code:  
Adm  
His
- Hunt, DeWitt, Work Experience Programs in American Secondary Schools, U.S. Department of Health, Education, and Welfare, 1957.
- This book covers historical concept of work experiences, types of work experiences, essential considerations to implementation, staffing and financing, operational procedures, and an appendix listing reference books and periodicals from 1944 to 1954. Difference between general work experience and vocational work experience is stressed.
198. HF  
1101  
B86  
Vol 11  
Apr 1957  
Code:  
Adm
- Meyer, Warren G. and Margaret Andrews, "Given: Two Feet of Space, Result: A Distributive Classroom", Business Education Forum, 11:12-13, April 1957.
- Authors: University of Minnesota. Board of Education, Minneapolis, Minnesota.
- Very effective suggestions and illustrations given to solve problems of security and space in handling merchandise and special equipment in D.E.. Cost of plan is less than \$2000.00 and requires minimum of permanent features or distortions to the school plant.
199. HF  
1101  
B86  
Vol 11  
Mar 1957  
Code:  
Cur
- Rowe, C.D., "Individual Instruction for Distributive Education", Business Education Forum, 11:31, March 1957.
- Author: Algona Community School, Algona, Iowa.
- Shows need for individual instruction in the related class. Most teachers find individual instruction difficult because of varied plans and materials for so many areas. Mr. Rowe points out that there are study guides and merchandise manuals which ease the teacher's problems. He discusses one specific manual put out by the University of Texas.
200. HF  
1101  
B86  
Vol 11  
Apr 1957  
Code:  
Cur  
Meth
- Stoner, J.K., "The Right Time, Place, and Price", Business Education Forum, 11:9-11, 13, April 1957.
- Author: State Teachers College, Indiana, Pennsylvania.
- "Telling is not teaching and listening not learning." The author used this motto in illustrating the marketing problem of getting the goods in the right place at the right time and at the right price. He presents a number of projects and activities that give the unit a dynamic dimension for the related class.



201. HF Baldwin, Leland, P., "Work Experience Education", Balance  
1101 Sheet, 39:352-353, April 1958.  
B3  
Vol 39 Author: Regional Supervisor, State Department of Education,  
Apr 1958 Sacramento, California.
- Code: Justification for work experience programs is offered. Rea-  
Ph sons given: (1) help bridge gap between school and work,  
Val (2) understand and meet employment standards, (3) helps teach  
general education, (4) vocational guidance aspect, (5) facili-  
tates movement from youth environment to adult culture, (6)  
meets psychological need for independence, (7) personality  
growth, and (8) helps students in other courses.
202. HF Beaumont, John S., "Changing Concepts of the Scope and Func-  
1101 tion of Distributive Education", Business Education Forum,  
B86 12:9-11, April 1958.  
Vol 12  
Apr 1958 Author: U.S. Office of Education.
- Code: The objectives of a D.E. program are: (1) to develop workers  
Adm who can give intelligent and helpful service, (2) to develop  
Ph greater job satisfaction, (3) to reduce business losses due  
to inefficient employees. Distributive education is broaden-  
ing to include restaurant industry, petroleum industry, agri-  
culture business, insurance and risk-bearing business, real  
estate, industrial sales.
203. HF Coghlan, Beth, "How to Work More Effectively with the Busi-  
1101 ness Community", Business Education Forum, 12:33, Mar 1958.  
B86  
Vol 12 Author: Seattle City Schools, Seattle, Washington.  
Mar 1958
- Code: A relationship with the business community works best if it  
Adm is separate from the instructional process. Advisory commit-  
tees help establish a good relationship. Advisory committee  
members must be chosen carefully. Suggestions for committee  
functioning are stressed and benefits from such a committee  
are given.
204. HF Crum, Dwight R., "Coordinator's Notebook", Business Education  
1101 Forum, 13:27-28, December 1958.  
B86  
Vol 13 Author: California State Department of Education.  
Dec 1958
- Code: An "executive notebook" is proposed to help coordinators be  
Adm more effecient by providing a ready reference. Sections in  
the book might include: (1) school policies, (2) labor regu-  
lations, (3) employer responsibilities, (4) student selection,  
(5) evaluation criteria, (6) school forms, (7) helpful  
charts, (8) training records, (9) appointment calendars, and  
(10) handouts.

205. HF Elam, Margaret, "The Future of Work-Study Programs", American  
1101 Business Education, 15:42-44, October 1958.  
A64  
Vol 15 Author: Supervisor of D.E., St. Louis, Missouri.  
Oct 1958  
Code: A brief discussion of the future of work-study programs. The  
Adm importance of the economic outlook and how it would effect  
work experience programs is given. Factors of a quality pro-  
gram include meaningful classroom instruction, qualified  
teachers, good work stations, positive school administrators.
206. HF Hutchinson, Richard R., "Problems of a Beginning Coordinator",  
1101 Business Education Forum, 13:27-28, November 1958.  
B86  
Vol 13 Author: Watsonville Joint Union High School, Watsonville,  
Nov 1958 California.  
Code: Problems of a beginning coordinator are listed as: (1) at-  
Adm taining others' cooperation, (2) selecting related instruc-  
tional material, (3) selecting trainees, (4) selecting train-  
ing positions, and (5) placing the trainee and post-placement.  
Suggestions are given for each mentioned area.
207. HF Meyer, Warren G., "Changing Concepts of Distributive Educa-  
1101 tion 1958", Business Education Forum, 12:6, April 1958.  
B86  
Vol 12 Author: University of Minnesota.  
Apr 1958  
Code: Distributive education is maturing as is evident from the  
Ph amount of agreement of thinking. D.E. enjoys an advantageous  
positions as liaison between business and education, but it  
is difficult for teachers to maintain a sense of equilibrium  
between the two. Continuous review of objectives and activi-  
ties will facilitate this balance.
208. HF Miller, Thomas.E., "A Short Guide to Distributive Education",  
1101 Business Education World, 38:20, January 1958.  
B87  
Vol 38 Author: D.E. Supervisor, Pittsburgh, Pennsylvania.  
Jan 1958  
Code: Student placement is the key to a successful coop program for  
Adm misplacement often results in failure. A teacher must check  
Cur each job to see that it is a distributive job, it requires a  
Meth minimum of fifteen hours, and it is within reasonable distance  
from school. At least one conference per month with the em-  
ployer is vital and visiting of student posts several  
times is important. Suggestions for classroom helps are  
stressed. A letter addressed to beginning students is printed  
in full.

209. HF Moschel, Ralph C. and Roman, John C., "Cincinnati Uses the  
1101 Business Approach to Sell Business Cooperative Program",  
B3 Balance Sheet, 40:4-8, September 1958.  
Vol 40  
Sept 1958 Authors: Central High School, Cincinnati.  
Supervisor of Business Education, Cincinnati.
- Code:  
Adm A brief report is given regarding the development and status  
Ex of coop in Cincinnati. The basis of evaluation and a copy  
Val of a memorandum as given to the employer are shown in full.
210. LC Perreault, John, "In Virginia -- Career Candidates Get Jet  
1041 Assist from D.E.", American Vocational Association Journal,  
A5 33:12-13, November 1958.  
Vol 33  
Nov 1958 Author: Supervisor Adult Education, Richmond Public Schools,  
Richmond, Virginia.
- Code:  
Adm A follow-up study of D.E. graduates in Virginia. The survey  
Ex showed (1) over half stay in distributive occupations, (2)  
about 18% were married women, (3) 4% were taking advanced  
training in college.
211. LC ---, "Distributive Education in South Carolina", American  
1041 Vocational Association Journal, 34:14, May 1959.  
A5  
Vol 34  
May 1959 Even though South Carolina does not have large cities, D.E.  
coop has been very successful. More than half of the pro-  
grams are in cities of 10,000 or less.
- Code:  
Adm  
Ph
212. HF Beaumont, John, "The Future for Distributive Education",  
1101 Balance Sheet, 40:261-262, February 1959.  
B3  
Vol 40  
Feb 1959 Author: U.S. Office of Education.
- Code:  
Ph The following developments are cited: (1) Interest in careers  
in distributive occupations is increasing as evidenced by en-  
rollment and D.E.C.A. success, (2) Teacher training is on the  
increase, (3) New developments are taking the program to  
rural areas, (4) Research and experimentation are increasing,  
(5) The rapid development of post-secondary high schools,  
(6) The inclusion of services and other distribution fields  
in the instruction.
213. HF Beaumont, John, "The Distributive Education Program Today",  
1101 American Business Education, 16:70-74, 83, 128; Dec 1959.  
A64  
Vol 16  
Dec 1959 Author: U.S. Office of Education.
- Code:  
Adm A discussion of D.E., its scope, meaning, purpose, types of  
Ph activities, and basic concepts. Different levels of coop pro-  
Val grams and program content are outlined.

214. HF Blanford, James T., "Problems of Teachers of Distributive  
1101 Education", American Business Education, 15:144, March 1959.  
A64  
Vol 15 Author: Iowa State Teachers College, Cedar Falls, Iowa.  
Mar 1959  
Code: A discussion of related instruction planned by teacher and  
Adm employer, with student evaluation of his work and textbook  
material. "What to do with fired students" and the obligation  
to students when work load is heavy are also discussed.
215. L Donaldson, L.J., "Distributive Education Faces New Challenges",  
11 High School Journal, 42:218-224, March 1959.  
H5  
Vol 42 Author: Western Illinois University.  
Mar 1959  
Code: A PhD study with conclusions as follows: There are more stu-  
Adm dents going to college, including many D.E. students, there-  
Ph fore the coop part-time D.E. program can no longer be con-  
Cur ducted for preparing workers for beginning positions only.  
The educational experience provided D.E. students by the high  
school must be aimed at a solid foundation for growth.
216. HF Logan, William B., "Coordineering", Business Education Forum,  
1101 13:25-26, February 1959.  
B86  
Vol 13 Author: Ohio State University, Columbus, Ohio.  
Feb 1959  
Code: The coordinator, being the key person in the coop program,  
Adm must act as an engineer, planning activities in advance. A  
ten-point coordinator ratingscale is given: (1) Coordinator  
must be qualified, (2) His understanding of student and busi-  
ness needs determines leadership, (3) His related class must  
be interesting and challenging, (4) Students must meet cer-  
tain minimum quality, and six others.
217. HF Moran, Helen M., "Distributive Education in the Boston Public  
1101 Schools", Balance Sheet, 40:211, 213, January 1959.  
B3  
Vol 40 Author: Director of D.E., Boston.  
Jan 1959  
Code: Traces the history of D.E. in Boston and relates a cooperative  
Ex Christmas venture in local stores.  
His  
Meth
218. LC Naddy, Eleanor, "Distributive Education Moves Forward Fast",  
1041 American Vocational Association Journal, 34:26, 44;  
A4 September 1959.  
Vol 34 Author: President of D.E. Section, W.V.A..  
Sept 1959  
Code: The history of D.E. development in the State of Washington is  
His given. The program began in 1939 and has continued strength-  
ening itself as time progresses.



219. HF Peart, Gilbert, "Survey of High School Graduates", Journal  
1101 of Business Education, 34:338, May 1959.  
J69  
Vol 34 Author: Fresno City College, Fresno, California.  
May 1959  
  
Code: The results from a follow-up study of 95 graduates of Fresno  
Adm D.E. coop program. Out of 70 returned, the survey showed 26  
Ex were still working in distributive occupations, 19 were in  
Val college, 10 were in trade and industry jobs, 10 were at home,  
Cur and 5 were in the armed services. Salaries, values from coop  
training, reasons for changing occupations, extent of use  
training received, topics most helpful, topics that should be  
added to curriculum, and an assessment of the club activities  
are all reported. A list of recommendations is given.
220. HF Roman, John C., "The Ingredients of a Successful Distributive  
1101 Education Program", Business Education Forum, 14:30,  
B86 November 1959.  
Vol 14 Author: City Schools, Cincinnati, Ohio.  
Nov 1959  
  
Code: Central High School's D.E. plan in Cincinnati really clicks  
Adm with enrollment. An attractive brochure enriches what is said  
Val by advisor and counselors. A cooperative work-school calendar  
is prepared ahead and distributed with names of employers.  
Advisory committees take part of credit for a successful  
program.
221. L Young, G.P., "As Off to Work They Go", School Executive,  
11 59:11-14, October 1959.  
S37  
Vol 59 Author: School Superintendent, Alamosa, Colorado.  
Oct 1959  
  
Code: The coop program at Alamosa, Colorado was established in 1935  
Adm to help the student choose a vocational goal. Mechanics of  
Ex the plan are given and duties of the coordinator are specified.  
Ph Pictures of some of the students at work are found in the  
His article.  
Cur
222. HF Beaumont, John A., "Supply and Demand for Workers in Distribu-  
1101 tive Occupations", Business Education Forum, 14:23, 27; May  
B86 . 1960.  
Vol 14 Author: U.S. Office of Education.  
May 1960  
  
Code: Distributive workers are divided into two categories: occupa-  
Ph tional distribution, and industrial distribution. Specific job  
titles are given. The author shows the future great demand for  
workers in the field.



223. HF Bennett, William S., "Making Your Distributive Education  
1101 Teaching Click", Business Education Forum, 14:29, May 1960.  
B86  
Vol 14 Author: Artesia High School, Artesia, New Mexico.  
May 1960  
Code: The author suggests that promotion of D.E. through a picture  
Meth story will really add depth and excitement to your message.  
Suggested areas are "What is D.E.?" and "Success Stories".  
If you plan a picture series, read this article!
224. HF Deitz, James, "Salesmanship -- With Emphasis on Expression",  
1101 Business Education Forum, 15:32-33, October 1960.  
B86  
Vol 15 Author: Los Angeles State College.  
Oct 1960  
Code: A sales class should be provided with practical instruction  
Meth and ample practice in self-expression. Oral sales presenta-  
tions should be given. Following are some methods of getting  
students up in front of the class: (1) Tongue twisters, (2)  
Commercials, (3) Me-talk -- about ones's self, (4) Magazine  
reports, (5) Sales presentation, (6) How to, (7) Sales pre-  
sentation repeated, (8) Speech introductions, (9) Grab-bag,  
(10) Impromptu talks, (11) Sales presentation again, (12)  
Campaign speech, (13) Topic of controversy, (14) New invention  
sales speech, (15) Topic of choice.
225. HF Donaldson, LeRoy J., "Classroom Instruction and the Discipline  
1101 of Distribution", Business Education Forum, 14:7-9, Apr 1960.  
B86  
Vol 14 Author: Western Illinois University, Macomb, Illinois.  
Apr 1960  
Code: The author is concerned with the questions of what to teach  
Cur and how to teach it. The answers to both are given. Twenty-  
Meth five class activities are listed.
226. LC Hudson, Maude A., "A New Approach to Coordination", American  
1041 Vocational Associational Journal, 35:20-23, December 1960.  
A5  
Vol 35 Author: Supervisor of D.E. Service, Norfolk, Virginia.  
Dec 1960  
Code: The author promotes the concept of a student sponsor appointed  
Adm by management (one to each student) and well oriented. The  
sponsor is an older experienced worker, an essential liaison  
between work and school with regard to D. E. coop goals and  
problems.
227. HF Meyer, Warren G., "The Discipline of Distribution", Business  
1101 Education Forum, 14:4, 17; April 1960.  
B86  
Vol 14 Author: University of Minnesota.  
Apr 1960  
Code: The field of D.E. is a discipline, not a methodology. D.E.  
Ph is vocational education for the distributive occupations.  
There is an interdependence between coop and D.E. for neither  
is concerned with content only. The discipline, the plan of  
operation, and the teaching methods go together and one must  
not over-shadow the others.

228. HF Reich, Edward, "Distribution -- America's Greatest Economic  
1101 Problem", Journal of Business Education, 35:292-294,  
J69 April 1960.  
Vol 35 Author: Central Commercial High School, New York.  
Apr 1960
- Code: The importance of distribution to the economy and consumer is  
Adm stressed. Capable students are needed to meet the demands of  
Ph this dynamic field. Suggestions for curricula are given  
Cur stressing development of imaginative thinking. Constant eval-  
Meth uation of the program is urged and fewer schools with better  
qualified teachers and equipment is seen as a necessary direc-  
tion for future.
229. HF Samson, Harland E., "Coordination Practices and the Discipline  
1101 of Distribution", Business Education Forum, 14:9-11,  
B86 April 1960.  
Vol 14 Author: Iowa State Teachers College.  
Apr 1960
- Code: The author attacks the coordination problems of D.E. coop by  
Adm defining coordination and listing the major duties. These  
Cur include: community and school survey, advisory group work,  
Meth interviews with prospective sponsors and employers, in-school  
coordination, parent conferences, training programs, teaching  
material development, visiting training stations, periodic  
evaluation, and determining adult training needs. Some of the  
more common tools of the coordinator are records, weekly re-  
ports, written plans, work ratings, training profiles, assign-  
ment sheets, curriculum reviews with advisory groups, end of  
year conferences, field trips, and others.
230. HF Shotwell, H.D., "Effective Field Trips in Distributive Educa-  
1101 tion", Business Education Forum, 15:39, 41; December 1960.  
B86  
Vol 15 Author: Kansas State Board for Vocational Education.  
Dec 1960
- Code: Field trips are sometimes viewed as a nuisance or a holiday  
Meth by teachers and students alike. However, a field trip can  
refresh both teacher and class. Three reasons for field trips  
are given: (1) to stimulate interest, (2) to clinch material  
already taught, and (3) to be of service to the business com-  
munity. Ideas for planning and follow-up are given.
231. L VanCleeef, Robert F , "Work Training", Virginia Journal of  
11 Education, 53:26-29, May 1960.  
V6  
Vol 53 Author: Coordinator of D.E., John Marshall High School,  
May 1960 Richmond, Virginia.
- Code: Historical development and growth of the program described.  
Adm The coop experience is explained and its advantages given.  
Ex The author describes the D.E., Diversified Occupations, and  
His Vocational Office Training Coop programs at his school.  
Val Guidance and coordination are stressed. Pictures included.  
Gu

232. HF Chambers, George A., "Starting a Business -- A Project in Dis-  
1101 tributive Education", Business Education Forum, 15:34,  
B86 November 1960.  
Vol 15 Author: Washington Community Schools, Iowa.  
Nov 1960
- Code: A project is suggested as a summary or conclusion so that stu-  
Meth dents will be able to put into practice some of the principles  
they have been taught. The scope of the project is unlimited  
in that it deals with starting a business. A good breakdown  
of the project and areas of responsibilities are given.
233. L Henderson, Beecher, "Cooperative Occupational Education Clubs",  
11 School and Community, 47:17, April 1961.  
S314  
Vol 47 The purpose and description of club activities are given. The  
Apr 1961 club is limited to members who are in the coop program.
- Code:  
Meth
234. HF Keith, Ray, "What a Complete Work Experience Program Involves",  
1101 Business Education World, 42:18-22, September 1961.  
B87  
Vol 42 This program, in operation at Whittier, California, includes  
Sept 1961 both work experience and coop. A brief history of the program  
and personnel are given. A six phase program is used: (1)  
exploratory work experience, (2) released time, (3) pre-Christ-  
mas merchandising, (4) business visitation days, (5) "Your  
Schools in Action" -- full day of work experience, and (6)  
distributive education. Details of program are given with  
pictures.
- Code:  
Adm  
Ex  
His  
Val  
Gu  
Cur
235. HF Rath, Patricia M., "The Parent in the Cooperative Program",  
1101 Journal of Business Education, 36:208-210, February 1961.  
J69  
Vol 36 Author: State Board of Vocational Education, Springfield,  
Feb 1961 Illinois.
- Code: One of the main distinctions between work experience and coop-  
Adm erative programs in the parent conference. Mechanics of parent  
Val conferences are given including where and when to hold them  
and how to evaluate them.
236. L Tyler, Ralph E. and Annice L. Mills, "What is Cooperative  
11 Education?", Education Digest, 27:38-39, December 1961.  
E265  
Vol 27 Although this article is addressed to the higher education  
Dec 1961 level, it is applicable here because it has a brief history of  
cooperative development and stresses the value of the "lap-weld"  
between classroom theory and practical experience.
- Code:  
His  
Val



237. HF Wilson, Donald C., "The First Few Weeks of School for Distributive Education Students", Business Education Forum, 15:25, 27; February 1961.  
1101  
B86  
Vol 15  
Feb 1961 Author: Senior High School, Marshalltown, Iowa.
- Code: Careful "first few days" planning in D.E. coop is necessary.  
Adm Since the students are on the job, they need to get off to a  
Val good start, have proper attitudes, work hard and be willing.  
Cur This calls for a careful orientation of the student on the part of the teacher. Student development and other advantages are given.
238. HF Abrahamson, Jack, "Career Development in the Distributive Education Classroom", Business Education Forum, 16:12-13, April 1962.  
1101  
B86  
Vol 16  
Apr 1962 Author: Bridgeton High School, Bridgeton, New Jersey.
- Code: To make career development the objective of the coop D.E.  
Adm program, close relationship between related classes and the  
Ph work station must exist. Career development can only be valid  
Val if careful scrutiny is made of the training station. The related class must build a realistic image of work, a proper  
Gu occupational perspective, and self appraisal. Work experience provides aspects of the job while the teacher promotes basic skills and knowledge needed.
239. HF Benson, Loren L. and Harold Toupin, "Counseling for Career Development through Distributive Education", Business Education Forum, 16:10-12, April 1962.  
1101  
B86  
Vol 16  
Apr 1962 Authors: Hopkins Public Schools, Hopkins, Minnesota.
- Code: Much of this article deals with the role of the vocational  
Adm counselor, but relates to coop by stressing the fact that the  
Ph program must not be a dumping ground but one of the helping  
Gu students explore intelligently the world of work.
240. LB Bernard, Louise, "Out of School and Out of Work", Educational Executive's Overview, 3:32-35, July 1962.  
2832  
A1  
087  
Vol 3  
July 1962 Author: Virginia State Supervisor of D.E..
- Code: This article attacks the stop-gap measures of The Area Redevelopment Act and The National Manpower and Training Act for using  
Adm experience. Cooperative work programs are much more advantageous, claims the author. Planned work experience is particularly  
Ph lauded over the "job for a job's sake" attitude. Suggestions to administrators for future efforts are given. Some  
His history is also provided.  
Va

241. HF  
1101  
B86  
Vol 16  
May 1962
- Biggler, George S., "All for Work Experience", Business Education Forum, 16:32-33, May 1962.
- Author: Kingston High School, Kingston, New York.
- The values of the D.E. coop program are itemized. It is important that all students have jobs and that they know how to find them. Beginning orientation is important.
- Code:  
Adm  
Val
242. HF  
1101  
B86  
Vol 16  
1962
- Brady, William J. Jr., "Career Development Through the Club", Business Education Forum, 16:16, April 1962.
- Author: Georgia State Department of Education.
- A good club organization contributes to the career objectives by providing the necessary experiences to aid students to find themselves. The club then is an integral part and supplement to the classroom activities. Many club activities are suggested.
- Code:  
Adm  
Val  
Meth
243. LC  
4801  
B87  
1962
- Burchill, George W., Work-Study Programs for Alienated Youth -- A Casebook, Secomer Research Association, Inc., Chicago, 1962.
- This book contains a number of cases illustrating communities where alienated youth problems have been attacked through work-study programs. Some of the problems illustrated include drop-outs, delinquency, slow-learners, hospitalized.
- Code:  
Val  
Spc
244. HF  
1101  
B86  
Vol 16  
1961-62
- Denny, Robert and Philip Cooper, "Expanding Distributive Education To Comprehensive Secondary Schools", Business Education Forum, 16:33-35, October 1961.
- Authors: North High School, Iowa.  
Des Moines Technical High School, Iowa.
- A descriptive account of the curriculum scope and sequence at Des Moines. Three basic plans are available to the students with considerable opportunity for course selection. A brief history is also given.
- Code:  
Adm  
Ex  
His  
Val  
Cur
245. HF  
1101  
B86  
Vol 16  
1961-62
- Dittamo, Gaetano E., "A Practical Beginning for a Program in Distributive Education", Business Education Forum, 16:26,
- Author: Manchester Regional High School, New Jersey.
- A successful way for getting materials and equipment to make a functional D.E. classroom is described. Classroom activities such as the school store, display programs are related.
- Code:  
Adm  
Ex  
His  
Meth



246. HF Klaurens, Mary, "Career Development on the Distributive Job",  
1101 Business Education Forum, 16:14-15, April 1962.  
B86  
Vol 16 Author: Catalina High School, Tuscon, Arizona.  
Apr 1962  
  
Code: Good coop programs give opportunities to explore various dis-  
Adm tributive occupations to help formulate career plans. The  
Ph program must provide career information, select training  
Gu stations, and plan work experiences. The employers' role  
must be articulated. Counseling is important for a successful  
program.
247. HF Mason, Ralph E., "Effective Cooperative Business Education  
1101 Programs -- Part I", Business Education Forum, 16:21, 23-24;  
B86 February 1962.  
Vol 16 Author: University of Illinois.  
Feb 1962  
  
Code: The importance of a coordinator's file stressed. It should  
Adm include: statements of objectives for the D.E. program,  
Ph criteria for selection of training stations, instruction  
outlines, current lesson plans, club activities, advisory  
committee membership and reference material, supplementary  
teaching aids, copies of monthly coordinator's report and  
program development plans. Each of these areas are discussed  
and suggestions made.
248. HF Mason, Ralph E., "Effective Cooperative Business Education  
1101 Programs -- Part II", Business Education Forum, 16:30-31,  
B86 March 1962.  
Vol 16 Author: University of Illinois.  
Mar 1962  
  
Code: The coordinator must keep a student file in order to have a  
Adm successful coop program. The teacher should also keep a file  
Val in which student application to enter program, letters of re-  
commendation, personal data sheet, training station agreement,  
student's weekly job report, rating sheets and student plans  
for future growth. A detailed example is given as illustration.
249. HF Mayer, Forrest L., "Distributive Education and the Superior  
1101 Student", Business Education Forum, 16:17, January 1962.  
B86  
Vol 16 Author: Alameda County State College, California.  
1961-62  
  
Code: The author contends that the subject matter is challenging  
Adm enough for the best students. He suggests that research pro-  
Cur jects and case studies be used to encourage these students to  
Meth use their talent in this line.

250. HF Meyer, Warren G., "Career Development In Distributive Education", Business Education Forum, 16:5, April 1962.  
1101  
B86  
Vol 16  
1961-62  
Author: University of Minnesota.  
  
Code: An editorial stating that the focus on career development is  
Ph the most significant change in high school D.E.. Career Development allows for greater sequence and scope in the D.E. curriculum.
251. LC Peterson, Allan L., "Distributive Education for the Wholesale Industry", American Vocational Association Journal, 37:26, November 1962.  
1041  
A5  
Vol 37  
Nov 1962  
Author: Chief Coordinator of Distributive Education, Utah State Department of Public Instruction.  
  
Code: Since a survey of business wholesalers revealed that new  
Adm employees lacked basic talents and skills for the job, a  
Ex cooperative program seemed the answer. The majority of the  
Val businessmen suggested the solution of setting-up a special coop program. It was taught at night. Advantages of coop stressed.
252. HF Samson, Harland E., "Research in Career Development for Distributive Education", Business Education Forum, 16:17-19, April 1962.  
1101  
B86  
Vol 16  
1961-62  
Author: State College of Iowa.  
  
Code: A most comprehensive article that calls together the findings  
Adm of research under a number of sub-headings such as: Occupational Choice, Distributive Occupations, Adolescent Values, Vocational Development, Creativity, Career Patterns, and some suggestions for research yet to be done.  
Ph  
Prep
253. LB Shupe, R.J., "A Question of Values: How High School Teachers View Cooperative Education", Office of Research and Publication, College of Education, Michigan State University, #14, 1962.  
1028  
M53  
#14  
1962  
Author: Waterford Township High Schools.  
  
Code: A questionnaire and survey study in which 91 teachers responded to questions of effects of coop on students, student attitudes, citizenship, appearance, social acceptance, vocational plans, financial values, strengths and program weaknesses, effect of teacher degree, and others.  
Val  
Spc

254. HF Tennyson, Wesley and Donald Blocher, "Career Development",  
1101 Business Education Forum, 16:7-10, April 1962.  
B86  
Vol 16 Authors: University of Minnesota.  
Apr 1962  
This article deals with vocational guidance in helping students choose a career. The cooperative method aids students develop flexibility and proper attitudes. Programs must be broad enough to allow observation, try-outs, and discussions. First-hand experience is supplemented with reading and other activities.
255. LC Dannenberg, Raymond A., "Programmed Instruction for Distributive Education", American Vocational Association Journal,  
1041 38:27-28, April 1963.  
A5  
Vol 37 Author: Teacher Educator, Distributive Education, Western  
Apr 1963 Michigan University.  
Code:  
Adm A discussion of the possible use and the implications for the  
Meth teacher in using programmed instruction in the related D.E. class.
256. L Editorial Report, "Expansion of Cooperative Education", School and Society, 91:102, February 1963.  
11  
S36  
Vol 91 Deals mainly with the coop program at the higher education level, but is interesting in that a brief history is given, growth factors referred to and a list of advantages of coop are specified. Expansion efforts are predicted.  
Feb 1963  
Code:  
Ph  
His  
Val
257. HF Englund, Frederick W., "Double EE, Educational-Employment Program", Journal of Business Education, 38:283-284,  
1101 April 1963.  
J69  
Vol 38 Author: Carson Pirie Scott and Co., Chicago, Illinois.  
Apr 1963  
Code:  
Adm The coop program described here is experimental in Chicago dealing with high school drop-outs as well as some adults.  
Ex The students worked half time and took related classes. New  
Ph methods are briefly described including some description of  
His the projects used.  
Val  
Spc

258. HF Jimerson, Hallie C., "Name It! Rate It! Your Next Contest",  
1101 Business Education Forum, 18:19, November 1963.  
B86  
Vol 18 Author: Washington High School, Arizona.  
Nov 1963  
Here the advantages, problems, and suggestions for a coming  
conference of D.E. students are given. The conference is to  
take place in Arizona. Proper planning and standards for  
contests are essential.  
Code:  
Adm  
Ex  
Val  
Meth
259. LC Logan, Otto L., "This I Believe About D.E.", American Voca-  
1041 tional Journal, 38:10-11, 23; December 1963.  
A5  
Vol 38 Author: D.E. Supervisor, Washington State Board for Voca-  
Dec 1963 tional Education.  
Code:  
Ph Very little of the article deals with coop. The author feels  
His that D.E. will make an increasingly larger contribution to  
Val the field of vocational education. He points to an enlarged  
program going beyond the present coop and looks for a better  
public image.
260. LC Samson, Harland E., "Distributive Education Past and Future",  
1041 American Vocational Association Journal, 38:7, Dec 1963.  
A5  
Vol 38 Author: State College of Iowa.  
Dec 1963  
A short editorial comment regrading the maturing of the D.E.  
field. He looks for a broadening of the program with an ac-  
companying contribution to society.  
Code:  
Val
261. HF Scholnick, Arnold H., "Distributive Education 1970", Business  
1101 Education World, 44:1, 13-14, 36; 44#2, 28-30; 1963.  
B87  
Vol 44 Author: Thomas Jefferson High School, Brooklyn, New York.  
Nov 1963  
Dec 1963  
The author predicts that the coop part of distributive edu-  
cation will expand because of the unique advantages that this  
type of experience can offer.  
Code:  
Adm  
Ph  
Val
262. HF Arnold, Cecil B., "How D.E. Contests Benefit Businessmen",  
1101 Business Education World, 44:20-21, 33 April 1964.  
B87  
Vol 44 Author: New York Sponsor, Distributive Education Clubs of  
Apr 1964 America.  
Code:  
Val Not directly concerned with coop but an important point is  
Meth made: D.E.C.A. contests help broaden a student's understand-  
ing of the world of work and will add to and reinforce the  
student's work experience.



263. LC Applegate, Harry A., "D.E.C.A. Prepared for New Challenges",  
1041 American Vocational Association Journal, 39:22-24, March  
A5 1964.  
Vol 39 Author: Executive Secretary. D.E.C.A. Inc..  
Mar 1964
- Code: This article presents the goals, purposes and activities of  
Meth D.E.C.A.. It relates to coop only in that it gives the coop  
student membership in the club.
264. LC Bryan, Gerald O., "Instead of a Job, Give Students a Career",  
1041 American Vocational Association Journal, 39:32-33, October  
A5 1964.  
Vol 39 Author: Catalina High School, Tucson, Arizona.  
Oct 1964
- Code: Learning by doing is a recognized educational principle.  
Adm Coop has many advantages and some weaknesses. One weakness  
Ph is the nature of specific and uncoordinated learning. The  
Val weakness is multiplied because the student is only enrolled  
Meth in the program for one year. The coordinator is given some  
suggestions to help overcome the weaknesses.
265. HF Beaumont, John A., "Preparatory Education for Careers in  
1101 Distribution", Business Education Forum, 18:7-9, Apr 1964.  
B86  
Vol 18 Author: U.S. Office of Education.  
Apr 1964
- Code: The author notes the forces that lead to the establishment of  
Adm the Vocational Act 1963. One result of the Act is the pro-  
Cur vision for the establishment of preparatory classes. Criteria  
Prep for such classes is given.
266. L Beaumont, John A., "Distributive Education", Education,  
11 85:221-227, December 1964.  
E2  
Vol 85 Author: U.S. Office of Education.  
Dec 1964
- Code: A basic informative article answering the following questions:  
Adm What is D.E.? What occupational areas are served by D.E.?  
Val What basic understandings are essential in a D.E. program?  
Cur How is the program organized? Coop is the main method of  
Spc gaining student participation with businesses. Simulated ex-  
periences in the classroom are also suggested.



267. Not in MSU Library 1964  
Deuel, Regis P., "The 1960's in Distributive Education", Business Education Now and in the 1970's, Business Education Association, Twenty-fifth Yearbook, 1963-64, pp 48-55.  
Author: State University of New York at Albany.  
Code: Meth  
Case study -- an excellent instructional method. A case is more complex than problems because it contains a number of problems with interactions that give the case its vitality. An example is cited and the author emphasizes teacher-student relationship showing that the problem-solving technique employed is more important than one correct answer.
268. HF 1101 B86 Vol 18 Feb 1964  
Erlandson, Gary, "Advertising -- A Study in Creativity and Depth", Business Education Forum, 18:24, February 1964.  
Author: United Township High School, Illinois.  
Code: Cur Meth  
An excellent method of handling the advertising unit is suggested. Two new products are used and students, after having been taught the basic subject concepts, develop advertising campaign to promote the products.
269. Not in MSU Library 1964  
Gillespie, Karen R., "Dynamic Dimensions of Salesmanship Today", Business Education Now and in the 1970's, Business Education Association, Twenty-fifth Yearbook, 1963-64, pp 40-47.  
Code: Meth  
A description of salesmanship and importance of the selling job in our economy. The author stresses instructional method by using a multiple role-play. The role-play is simple, lively, requires few properties and could be performed in any class.
270. HF 1101 B3 Vol 45 Mar 1964  
Hackett, Beverly, "Let the Employer Be a Teaching Colleague", Balance Sheet, 45:298-299, March 1964.  
Author: Leydon High Schools, Franklin Park, Illinois.  
Code: Adm Val  
A number of suggestions are given to make the coop learning situation a successful one. Support of coop by employer is imperative and ideas for making him a teaching partner are given.
271. HF 1101 N25 Vol 33 Dec 1964  
Haines, Peter G. and others, "Technical Content Competencies Needed by Teachers of the Distributive Subjects", National Business Education Quarterly, 33:38-49, December 1964.  
Author: Michigan State University.  
Code: Adm His Cur  
A survey study concerned with professional competencies of teachers for teaching marketing and related fields in high school. Eight pages of material and corresponding teacher responses are offered. Also shows D.E. enrollment as 46,000 and secondary subject enrollment as 200,000 with marked increase expected with V.E.A. of 1963.

272. HF Haines, Peter G. and Brendan G. Coleman, "How High School Cooperative Trainees Fare in the Labor Market", National Business Education Quarterly, 33:23-24, October 1964.  
1101  
N25  
Vol 33  
Oct 1964  
Authors: Michigan State University.
- Code:  
Adm A statement of findings with regard to the effectiveness of  
Val the coop program. (1) Cooperative trainees fare well in the labor market. (2) Employment is obtainable quickly and residual unemployment is low. (3) Large numbers of students are still working with original employer. (4) About 1/5 of trainees had entered college. Many other findings are discussed.
273. HF Hartzler, F.E., "The Three Stages of Distributive Education",  
1101 Journal of Business Education, 39:289-290, April 1964.  
J69  
Vol 39  
Apr 1964  
Author: Kansas State Teachers College.
- Code:  
Ph The development of distributive education was in three  
His periods: (1) the pre-war was job oriented; (2) career oriented; and (3) characterized by the body of knowledge to be taught. Prior to third era, D.E. was merely a method, but now is a distinct body of knowledge, which will eventually decrease the work-experience emphasis.
274. LB Mason, Ralph E., "New Directions in the Preparation of Distributive Personnel", National Business Education Association Yearbook, pp 195-212, 1964.  
1670  
A1  
N3  
#2  
1964  
Author: University of Illinois.
- Code:  
Adm In order to meet the increasing demand for D.E. personnel, schools must increase program offerings. Programs should be expanded for the following areas: pre-cooperative, youth with special needs, drop-outs, cooperative, post-high, out-of-school youth and adults. Various other course directions are suggested and ideas within each of the above areas are given.  
Ph  
Val  
Gu  
Cur  
Spc  
Meth
275. HF Meyer, Warren G., "A New Era in Distributive Occupations",  
1101 Business Education Forum, 18:6, April 1964.  
B86  
Vol 18  
Apr 1964  
Author: University of Minnesota.
- Code:  
Adm In the past, D.E. has done a good job with coop, but there has been little preparatory work done. With the passing of the Vocational Education Act of 1963 distributive education teaching assumes a new role. Some fear that the program will be watered down while others feel that it will see a larger expansion and become a more comprehensive field.  
His  
Prep

276. LC  
1041  
A5  
Vol 39  
Feb 1964
- Meyer, Warren G. and others, "Some Challenges to Distributive Education", American Vocational Association Journal, 39:21-33, 39:21-22, 37; February 1964.
- Author: University of Minnesota.
- Code:  
Adm  
Ex  
Ph  
Val  
Spc
- Six panel members in a panel discussion of the distributive education field. Each member gave valid convincing statements of the existing program and good ideas of improvements and future directions the program must take.
277. HF  
1101  
B86  
Vol 18  
Jan 1964
- Meyer, Warren G. and Harold O. Toupin, "A Career in the Distributive Occupations", Business Education Forum, 18:12-14, January 1964.
- Authors: University of Minnesota. Hopkins Senior High School.
- Code:  
Adm  
Val
- The nature of entry jobs, the number available, specific examples of jobs, salaries possible, and preparation needed are all dealt with. The article shows tremendous opportunity awaiting D.E. graduates.
278. L  
11  
C28  
Vol 39  
Jan 1964
- Reeve, Claudia, "Work-Study Programs: An Integral and Revitalizing Part of High School Curriculum", Journal of Secondary Education, 39:38-42, January 1964.
- Author: Supervisor for Work Experience Program at Norte Vista High School, California.
- Code:  
Adm  
Ph  
Val
- Advantages of a work experience are clear, but the formality and rigidity of a D.E. coop program are disliked. The author advocates a turn to the less rigid work-experience where any student in the school might find a job to enforce his in-school learning. Suggestions are given for a successful program.
279. HF  
1101  
B86  
Vol 18  
Apr 1964
- Samson, Harland E. and David A. Thompson, "High School Preparatory Education for Careers in Distribution", Business Education Forum, 18:10-12, April 1964.
- Authors: University of Wisconsin, Texas Education Agency.
- Code:  
Adm  
Prep
- The terms cooperative and preparatory are defined and their relationship stressed. Plans for preparatory class organization are given. Special efforts are necessary to educate school administrators and counselors for this new program.

280. HF Trimpe, Adrian, "The Industry Tour -- A Motivating Force",  
1101 Business Education Forum, 18:22, March 1964.  
B86  
Vol 18 Author: Western Michigan University.  
Mar 1964  
The author suggests that early in the student's program a tour of industry is important to create enthusiasm and give the work a sense of realism to help formulate a realistic career objective. The tour should follow the complete processing through from raw material to the finished product. The course is a credit course required of all students.
- Code:  
Adm  
Val  
Ph  
Cur  
Meth
281. HF Beaumont, John A., "Distributive Education and the Vocational  
1101 Education Act of 1963", Business Education Forum, 19:5-7,  
B86 April 1965.  
Vol 19 Author: U.S. Office of Education.  
Apr 1965  
The 1963 Act opens the way for D.E. coop to serve youth of all abilities, post-high school, and adults. Classes can also be expanded to include those not employed. Broader and more diversified programs must be developed to meet the wide range of needs. More than ever the emphasis will be on high quality.
- Code:  
Adm  
His  
Val
282. L Fernandez, George, "Project: Vocational Education", Journal  
11 of Secondary Education, 40:65-68, February 1965.  
C28  
Vol 40 Author: Principal, Cupertino High School, California.  
Feb 1965  
A proposed "community classroom" project to cure some of our social ills such as drop-outs, unemployment, unskilled. The article, not directed specifically to D.E., shows the "Community classroom" concept as a coop experience and an observation problem-solving method. The specific educational objectives are given but the mechanics are discussed only in general terms.
- Code:  
Adm  
Ex  
Ph  
Val
283. HF Jimerson, Hallie C., "Attitude Can Be Modified By Planned  
1101 Teaching", Business Education Forum, 19:22, 25; Jan 1965.  
B86  
Vol 19 Author: Washington High School, Phoenix, Arizona.  
Jan 1965  
The coordinator is admonished to work at changing student attitudes during the related class experience. Suggestions are given regarding how to do it. Only indirectly related to coop.
- Code:  
Adm  
Meth



284. LD  
1029  
C6  
M3  
1965
- Mason, Ralph E. and Peter G. Haines, Cooperative Occupational Education and Work Experience in the Curriculum. The Interstate Printers and Publishers Inc., Danville, Illinois, 1965.

Authors: University of Illinois, Michigan State University.

Code:

Adm  
Ph  
His  
Val  
Cur  
Meth

This textbook, comprehensive and complete, gives the historical development of the cooperative movement, the impact of federal acts, types of programs, differentiation between work experience and cooperative programs, the mechanics and unique characteristics of coordination, suggestions for effective related classes, and the institution of student clubs.

285. HF  
1101  
B86  
Vol 20  
Dec 1965

Palmer, G.D. "Let's Keep Distributive Education Vocational", Business Education Forum, 20:23-24, December 1965.

Author: Montana State University.

Code:

Meth

Since the Act of 1963 many preparatory classes have been instituted. A survey showed that very poor teaching is being done in these classes. Since coop cannot be a part of this program, better methods must be examined such as the project method. Different kinds of projects are given: dramatic situation, research, and work observation.

286. HF  
1101  
B86  
Vol 19  
Apr 1965

Swanson, Chester C., "Distributive Education -- A Qualitative Analysis", Business Education Forum, 19:8-9, April 1965.

Author: University of California, Berkley.

Code:

Adm  
Ph  
Val

The author suggests the present cooperative schoolwork programs be greatly expanded. One problem is attaining trained teachers and coordinators to improve the quality of the program. A direct course of action is outlined.

287. HF  
1101  
B86  
Vol 20  
Nov 1965

Syheman, William D., "The Expanding Role of the Distributive Education Curriculum", Business Education Forum, 20:21-22, November 1965.

Author: University of Washington, Seattle.

Code:

Adm  
Ex  
Ph  
Cur

The impact of the 1963 Act is shown and the D.E. curricula of Washington and Virginia are broadening to meet it. The two curricula are diagrammed for the reader. Classification of subject matter falls under three headings: entry job, career job, and specialist job. Coop is only part of the expanded program.

288. HF Warmke, Roman F., "Distributive Education at the Crossroads",  
1101 Business Education Forum, 19:5, April 1965.  
B86  
Vol 19 Author: University of Minnesota.  
Apr 1965  
Code: Distributive education is now "in" but must change with the  
Adm Act of 1963 by broadening the scope and curriculum sequence.  
His The coop approach has served well, but other methods must also  
Val be adopted. D.E. educators must accept change and resposi-  
bility for new developments.
289. HF Campbell, Broy S., "Distributive Can Thrive in the Production-  
1101 Oriented Community", Business Education Forum, 20:23,  
B86 March 1966.  
Vol 20 Author: Greenwood High School, Greenwood, So. Carolina.  
Mar 1966  
Code: A short article showing the success and growth of the D.E.  
Ex program in Greenwood. A background of the community is given  
His and its subsequent support of the school D.E. program.  
Val
290. HF Ely, Vivian King, "Development of an Expanded Distributive  
1101 Education Curriculum Concept in Virginia High Schools",  
B86 Business Education Forum, 20:14-16, 24; April 1966.  
Vol 20 Author: Richmond Professional Institute, Richmond.  
Apr 1966  
Code: In order for D.E. to make substantial contributions, it must  
Adm expand the program to meet the changing society. A possible  
Ex curriculum program is given in way of illustration of Virgin-  
Ph ia's plan. Coop is only part of the expanded plan. Efforts  
His made to develop a philosophy and theory of D.E.  
Val  
Cur  
Meth
291. HF Houstman, James, "Selling the Brand Name 'D.E.'", Business  
1101 Education Forum, 2:22-23, May 1966.  
B86  
Vol 20 Author: Washington High School, Washington, Iowa.  
May 1966  
Code: This article tells how Washington High School carried on a  
Adm very effective public relations job with the community. The  
Ex students worked through their employers on promotion and  
Meth advertising.

292. HF Meyer, Warren G., "Patterns for Distributive Occupations  
1101 Curriculum Organization", Business Education Forum, 20:5-9,  
B86 34; April 1966.  
Vol 20  
Apr 1966 Author: University of Minnesota.

Code: D.E. curriculum development is on the eve of investigation  
Adm and action that will help the student evaluate himself, form  
His realistic career goals, and make satisfactory occupational  
Val adjustments. Very astute assessment of past experience and  
Cur a capable look at future for the whole scope of D.E.

293. HF Nelson, Edwin L., "A Conceptual Framework for Curriculum De-  
1101 velopment in Distributive Education", Business Education  
B86 Forum, 20:10-13, April 1966.  
Vol 20  
Apr 1966 Author: U.S. Office of Education.

Code: D.E. has been thought of as a method, but now it is developing  
Adm into a discipline. D.E. as a program and a discipline is dis-  
His cussed. Cooperative method is now seen as a method in a total  
Val program. A possible total program is diagrammed. Patterns  
Cur for analysis of job competencies are spelled out.

## SECTION TWO

### PROJECT METHOD



Number of Articles Reviewed by Year

1896	--	1
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1918	--	2
1919	--	2
1920	--	3
1921	--	6
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1927	--	2
1929	--	5
1930	--	3
1931	--	2
1932	--	1
1938	--	1
1939	--	3
1940	--	3
1941	--	1
1942	--	1
1945	--	2
1947	--	2
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1949	--	5
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1953	--	6
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1955	--	1
1956	--	2
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1967	--	1

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Description of Code Categories as Found With Each Article

1. Clar.--Clarification: This category includes those articles which attempt to define, specify, or describe what the project method is, and/or what might be considered a project. Included in this category are many articles which attempt to design a system by which projects may be classified.
2. Cur.--Curriculum: This category includes those articles discussing the development of courses or series of courses or periods of instruction in which the project method is being used or considered.
3. Ex.--Example: This category includes any article which gives an example of a project or how the project method might be used.
4. His.--History: Articles included in this category include some remarks as to the early history or development of the project method.
5. Phil.--Philosophy: This category includes those articles which in some way attempt to answer the question "Why the project method?" Articles having this classification deal with the application of the project method to educational principles.
6. Res.--Research: This category includes those articles which were based on specific research, or which mentioned specific research being done in which the project method was in some way related to the topic.
7. Val.--Value: This category includes those articles stressing the advantages of a specific project or the method in general. Articles included within this category are of promotional nature. They extol the advantages and benefits of the project method.

1.

Hays, W. M., "Methods of Instruction in Teaching Agriculture," U.S. Department of Agriculture, Office of Experiment Stations Bulletin # 30, 1896, pp. 37-39.

Code:

His

Ex

Mr. Hays presented this paper to the American Agricultural Colleges and Experiment Stations at the Ninth Annual Convention. His paper was one of a series of three devoted to the topic "Methods of Instruction in Teaching Agriculture."

A discussion of all the methods used by Mr. Hays in teaching his agriculture classes. Only some of the methods are applicable to the project method. He makes several statements which are suggestive of the project method: "...Each student presents a plan of either his father's or his own farm. If the erection of a barn or other building is contemplated by the owner of the farm, the details of what is wanted are brought to the drafting room. The building is located on the student's plot of farm, and together the teacher and the student work out a practical building, and then the student makes working drawings."

Hay's second mention of a project reflects the idea of a group project: "The students are taken in groups of about five and each group manages the meat house for a week at a time...."

2. L

11

.S36

Sneeden, David, "The Project as a Teaching Unit," School and Society, 4:419-423, September 16, 1916.

Code:

Cur

An analysis of the different divisions and subdivisions used to form teaching units. The author points out that agricultural education has used the project as a unit. He felt that projects should by themselves compose units. The article includes the author's own four-point definition of the term "projects."

3. L

11

.E6

Branom, M. E., "The Value of the Project-Problem Method in Elementary Education," Elementary School Journal, 18:618-622, April, 1918.

Code:

Val

Phil

A discussion of the advantages of the project-problem method of instruction. Nine definite advantages are listed.

4. L Kilpatrick, W. H., -----, Teacher's College  
 11 Record, 19:319-335, September, 1918.  
 T4

Code:  
 Val  
 Cur

A discussion of Kilpatrick's definition of the term "project:" "...A purposeful act carried on amid social surroundings."

In this article, he attempts to clarify the concepts underlying the project method and also suggests that this concept should be accepted in our educational thinking.

A very comprehensive analysis of the value and worth of the method. It clearly puts forth Kilpatrick's point of view on the project method.

5. L Sneed, David, "The New Type of School for Farming,"  
 11 School and Society, 10:281-284, September 6, 1919.  
 .S36

Code:  
 Ex  
 Val  
 Clar

A discussion of the use of the home project method as used in agricultural education. The discussion points out how the method works and what is to be expected from the use of such a program.

6. L Parker, Bertha M., "Sixth Grade Science Project,"  
 11 Elementary School Journal, 20:297-307, December, 1919.  
 E6

Code:  
 Ex  
 Val

A discussion of several sixth grade projects and how the teacher can utilize them in the teaching of science.

7. L Ruch, G. M., "Contributions to the Psychology of  
 11 the Project," School and Society, 11:386-388,  
 S36 March 27, 1920.

Code:  
 Val  
 Clar

Mr. Ruch discusses the various definitions of the term "project." He discusses the definitions and identification systems of D. Snedden; J. C. Moore; and J. A. Fandall. His conclusion is a discussion of the common elements of the above men's definitions. He uses the common elements to draw up his own definition.



8. L Davis, Elizabeth, "An Inquiry into the Nature of  
11 the Project-Problem," School and Society,  
S36 12:346-348, October 16, 1920.

Code:  
Clar

A discussion of what is meant by "project," "problem," "project-problem," and "problem-project." The author lists what she has found to make up a problem and what she has found to make up a project. Her discussion then centers around the question as to whether there is any difference between problem-projects and project-problems.

9. L Horn, Ernest, "What is a Project?" Elementary  
11 School Journal, 21:112-116, October, 1920.  
E6

Code:  
Clar  
Res  
Phil

Mr. Horn discusses "What is a project?" He points out that there has been a great deal of confusion as to the definition of this term. He includes responses to this question from 120 teachers. From these, he comes to a common usage definition.

10. LB Lull, H. G., and Wilson, H. B., "The Redirection  
1607 of High School Instruction, Chicago, J. B.  
.L8 Lippincott, 1921, pp. 91-135.

Code:  
Ex  
Val  
Phil

One entire chapter is devoted to the subject, "Project problem instruction." Included is their definition of project instruction, a discussion of the procedures to be used in project-problem instruction, and some examples of problem projects in eighth grade geography.

11. LB Meriam, J. L., Child Life and the Curriculum,  
1570 Chicago, World Book Co., 1921, pp. 373-377.  
.M4

Code:  
Ex  
Val

Discusses the use of the project in the elementary grades. Includes a list of possible projects.

12. LB Wells, Margaret E., A Project Curriculum, Chicago,  
1027 J. B. Lippincott, 1921.  
.W4

Code:  
Cur  
Val  
Phil

This book deals with the project as a means of organizing the curriculum of the elementary school. The interpretation Dr. Wells has made about the project method is that one project should be selected for each grade. This project should be large enough to provide a basis for that grade throughout the year.

13.

Stark, W. O., "Problem of Discipline in the Project Method of Learning," Education, 41:310-311, January, 1921.

Code:  
Val

This author points out how the project method of instruction hinges on the interest of the student, thereby removing most problems of discipline. Mr. Stark states that if the teacher is firm, makes rules and enforces them fairly, the project method minimizes discipline problems.

The author states, "If the teacher will vitalize the work by means of the project method, appealing to the interest of the boys, the problems of discipline will be few."

14. L  
11  
S36

Ruediger, W. C., "Projects and the Project Method," School and Society, 14:240-243, October, 1921.

Code:  
Phil  
His  
Val  
Clar

A thorough discussion of the differences between the term "project" and the term "project method." The author discusses what he believes in regard to other authorities in the field--Stevenson and Kilpatrick.

The author suggests that much of the pedagogical vagueness concerning "project" or "project method" has come about because the two terms have not been differentiated.

15. L  
11  
N25

Stockton, J. Leroy, "The Project, Work, and Democracy," Journal of the N.E.A., 11:181, November, 1921.

Code:  
Phil  
Val

An analysis of the project method as a method of instruction, as a subject of instruction, and as the relationship it holds to work and democracy. Stockton states that the project method has grown directly out of the application of psychology to education.

When he moves to the area of the project as a subject of instruction, Stockton's remarks are in regard to the project and manual training. He states, "...the central element in project work, considered either as a method or as a subject, is and always has been, self education through self activity.

In the discussion of the project and democracy, the author points out that if the project method can result in people developing the correct attitudes toward work, then people can be called true democrats.

16. Edgerton, A. H., Industrial Arts and Prevocational Education in Intermediate and Junior High Schools. Milwaukee, Wisconsin; Bruce Publishing Co., p. 75. 1921.
- Code:  
Ex  
Res
- This book includes a brief discussion of a study concerning the use of the project method in industrial arts. Included also is a discussion of various projects.
17. L  
11  
.N25
- Charters, W. W. "The Limitations of the Project," Journal of the N.E.A. January, 1922, p. 17.
- Code:  
Phil  
Val  
Cur
- This was one of a group of papers on the project method read at the meeting of the Department of Elementary Education at Des Moines, Iowa, July 5, 1921.
- Article deals with the definition given a project at that time--"...The project is a purposeful act."
- The author writes about the project method in relation to the curriculum, rather than as a method of instruction. It provides "...abundant possibilities of motivation." It still has serious limitations which some educators have failed to recognize.
18. L  
11  
.E5
- Horn, Ernest L., "Criteria for Judging the Project Method," Education Review, February, 1922, pp. 93-101.
- Code:  
Phil  
Val
- This article does two things. First, it clarifies the differences which result from the many attempts to define "project method." Second, it establishes a criteria with which one may judge the value of the different procedures (called projects or the project method), which are being used in classes.
19. LB  
1598  
I5
- Hillard, C. B., "Individual Projects Made on the Group Method Plan," Industrial Arts Magazine, August, 1923, pp. 305-306.
- Code:  
Ex
- A discussion of the following problem: At the beginning of the school year, Mr. Hillard had more students than he had time to teach. He had previously used the project method, under which each boy worked on an individual project. However, due to the large size of his class, this would now be impossible.

Hillard found a solution: "The method finally hit upon is a combination of both the individual project and the group method plan. Under this plan each boy is assigned to operate a certain machine or do some other specialized task for all the members of the class, for a week. The pupils who do not have assigned work busy themselves on their projects, and those who are on assignment can use their spare time on their projects."

20. LB  
1570  
.B65

Bonser, F. G., The Elementary School Curriculum, New York; the MacMillan Co., 1924, pp. 58-59.

Code:  
Val

Discusses the project method as it is used in the elementary grades. His support of this method is pointed out on page 58, where he states, "These life projects whose value the children at once appreciate and in which they engage with enthusiasm, the need for the various means or tools used in carrying on these interests is literally forced upon them--not by the teacher, but by the situation."

21. LB  
1027  
.M25

McMurry, C. A., Teaching by Projects, New York; The MacMillan Co., 1924.

Code:  
Cur  
Ex  
Clar  
Val  
His  
Phil

Table of Contents:

- I. Projects in the School
- II. Examples of Complete Projects
- III. The Significance of Projects as Large Units of Study
- IV. The Enlarged Object Lesson or Project and its relation to the Learning Process
- V. Three Important Principles Put to Work Under Right Conditions
- VI. A Growing Tendency to Adopt Large Projects as Study Units
- VII. Simplifying Studies on the Basis of Large Projects

22. 630.7  
S351n

Schmidt, G. A., New Methods in Teaching Vocational Agriculture, New York; The Century Co, 1924.

Code:  
Ex  
Phil  
Val  
Clar

The author states that the present book is devoted to bringing to teachers the newest and most progressive ideas and methods of teaching vocational agriculture. The author has covered new methods in general, but has devoted one chapter to the Home Project. Mr. Schmidt points out the advantages to this method, and lists 16 points as factors entering into good project work in agriculture. He also however, discusses the Class Project.



23. LB  
1027  
.S75

Stevenson, J. A., The Project Method of Teaching,  
New York; The MacMillan Co., 1924.

The following is the contents of this very  
valuable book:

Code:

Ex  
Phil  
Val  
Clar  
Cur  
His

- I. General Statements of Problem and Method  
of Investigation
- II. An Examination of Types of Teaching Now  
in Common Use
- III. Definition of the Project
- IV. Problems and Projects
- V. Implications of the Project Method in  
Teaching
- VI. The Project and the Curriculum
- VII. Application of the Project Idea
- VIII. Application of the Project Method to  
Subjects in Elementary and High School

24. L  
11  
.E2

Nolan, Ona I., "The Project Method in the  
Junior High School," Education, 44:274-289,  
January, 1924.

Code:

Phil  
His  
Val

A discussion concerning many aspects of the project  
method, and their relation to the Junior High school.  
The author discusses the essential elements of  
the project method and points out the relation-  
ship of the project to self activity. Nolan  
goes into some depth in discussing the use of  
the term and arrives at a definition for it.  
She also derives a classification system of  
projects.

The author includes a discussion of the advan-  
tages and limitations of the method. She further  
discusses the teacher's role when using the method.

25. L  
11  
.E2

Sands, B., "The Problem Method," Education,  
44:576-578, May, 1924.

Code:

Val

A discussion of the problem method of teaching,  
with a portion of the material devoted to  
pointing out the interrelationship of the  
project method and the problem method.

The author suggests that the problem method is  
a stepping stone in the use of the project  
method.

26. 630.7  
S351p

Schmidt, G. A., Projects and the Project Method in Agricultural Education, The Century Co., 1926.

Code:  
Phil  
Val  
Clar

An exhaustive discussion of the project method and agricultural education. By its mere existence and its broad scope, this book suggests that the project method of instruction was well developed in agricultural education by 1930. In regard to the projects as a method, this book's discussion is applicable to any area in which the project method is being used.

27. 630.7  
W563m

Wheeler, John T., Methods in Farmer Training, Atlanta, Georgia; Smith Co., 1926.

Code:  
Ex  
His  
Cur

The section dealing with projects and the project method is scattered throughout the book.

The most important point made concerning the project method is in regard to home projects. The author explains home projects and points out that they are the on-the-job training for the farmer. The author is in effect saying it is more or less a comprehensive method in that it is closely correlated to the class instruction.

28.

March, Lucille, "The Project Method in Speech Education," Quarterly Journal of Speech, 15:181-188, April, 1926.

Code:  
Val  
Phil

The author points out the advantages of the project method in relation to speech education. She suggests that the speech curriculum should be based on "Life." Therefore, she feels it is best to have the students tell stories or work on projects that have meaning for them.

29.

O'Konski, Alvin, "The Project Method in the Teaching of Speech," Quarterly Journal of Speech, 15:188-194, April, 1926.

Code:  
Clar  
Phil

Mr. O'Konski begins his article by discussing various definitions of the term "project method." He points to four psychological principles which are taken into consideration when the project method is examined. From here, the author makes a five point classification of the types of projects which can be used for educational purposes. He then explains the five point system, and how the various projects can be classified and examined.

30.

Alberty, H. B., "A Study of the Project Method in Education," Columbus, Ohio: Ohio State University Press, 1927.

Code:

His

Val

Phil

"Studies the logical and psychological treatment of the subject matter; historical development of the project method; real life and natural setting applied to projects. The project method is considered as purposeful activity, as instrumental learning, as an aid to reflective thinking. Findings: The project method is a point of view in dealing with the child. It should never be the only method. Its exclusive use leads to the neglect of a phase of training, systematic organization of knowledge, and the tools for securing more knowledge."

(Quote from: Research Studies in Education, a government document, 1927.)

31.

Rayne, Eleanor, "Four Years of Experimentation with the Project Method," Masters Thesis, 1927, Tulane University, New Orleans, La.,

Code:

Val

Res

"Description of projects in geography, commercial subjects, etc., conducted over a period of four years in rural schools of St. Tammany Parish, Louisiana. The project method proved satisfactory."

(Quote comes from Research Studies in Education. a govenment document of 1927.) The article is not available in State of Michigan Library.

32.

LB

875

.B37

Burton, W. H., "Nature and Direction of Learning," Appleton Publishing Co., N. Y. pp. 254-278, 1929.

Code:

His

Clar

One chapter is devoted to the project method. Topics covered include: "Origin and use of the Term 'Project';" "Kilpatrick's Definition, October, 1918;" "The National Society Yearbook's Definition in 1921;" "The First Use by Richards in 1900;" Also, "The Project as a Method of Teaching and as a type of Organization for Subject Matter;" and "Limitations of the Project Method."

This particular chapter is somewhat of an analytic dissection of the definitions given the term "project method" by various educators.

33. Kilpatrick, W. H., The Project Method. Teacher's College, Columbia University, 1929.

Code:  
Val  
Phil

This booklet is devoted to a discussion of the project method as being a purposeful act. It is Kilpatrick's contention that this method allows for the child's natural interest to motivate him, and results in greater efficiency of learning.

34. HF  
1101  
.B87
- Heiss, R. F., "Cooperative Fashion Show: Retailing Project," Business Education World, 29:592-595, June, 1929.

Code:  
Val  
Ex

This essay points out the various benefits gained by the students, the business establishment, and the cooperative program when they joined together to put on a fashion show and advertising campaign.

The author briefly tells the reader how she initiated the program, what happened when it was underway, and what she felt the outcome was at the completion of the project.

35. LB  
1598  
.I55
- Schmidt, G. A., "An Analysis of the Project Method of Teaching Farm Shopwork," Industrial Education Magazine, 31:70-71, August, 1929.

Code:  
Val  
Phil

This article points out the project method, when used correctly, can make the students more interested in school. It states the students will put forth more effort and have a better attitude when they are working on interesting, worth while projects.

The author then lists the factors and/or conditions responsible for the above changes.

36. L  
11  
.E23
- Blaine, W. E., "The Present Status and Future Possibilities of the Project Method in Public School Teaching." Educational Method, 9:94-104, 166-167, November,-December, 1929.

Code:  
Phil  
His  
Val  
Res  
Clar

The author states the aim of this study was to determine: 1-the extent of the use of the project method, 2-the attitude of the teachers and administrators using the method toward continuing and expanding its use, 3-what subjects are most often taught in elementary school by this method, 4-the difficulties and advantages most often encountered in its use, 5-the interpretation most often given by the supervisors and teachers using the project method.



The article discusses the philosophy behind the use of projects as a method of instruction. In attempting to discern the feelings of teachers and administrators about the above 5 areas, Blaine sent out questionnaires. His analysis and conclusions from the questionnaires are discussed in the article.

37. LA  
1151  
.M25
- McKee, W. J., New Schools for Young India,  
University of No. Carolina Press, 1930.

Code:  
Ex  
Phil  
Val  
Clar

Reference is made to selected schools using the project method in India. The author discusses the classification systems of Meriam, Collings, and Kilpatrick. He also discusses the rationale of the project method, and the place of the teacher in using the project idea. Also discussed are the social and moral aspects of this method.

38. L  
11  
.E6
- Horn, Ernest, "What is a Project?", Elementary School Journal, 21:112-116, October, 1930.

Code:  
Res  
Clar

Discusses a study done in which it was attempted to get what was then the commonly accepted definition of the term "project." The general conclusion is that most teachers accept a project to be problematic, taken in its natural setting, and involving the use of concrete materials, especially in a constructive manner.

39. L  
11  
.H54
- Perry, R. C., "Project Method; Some advantages and Disadvantages," High School Teacher, 6:59-60, February, 1930.

Code:  
Val

A list of the advantages and disadvantages of the use of projects in instruction. Perry has broken these advantages and disadvantages into three classifications--those dealing with the pupil, those concerned with the curriculum content and those concerned with administration.

The conclusion is that no one teaching method can deal with all the problems in teaching.

40. LB Collings, Ellsworth, Progressive Teaching in  
1607 Secondary Schools, Bobbs-Merrill Co., 1931.  
.C55

Code:  
Phil  
Val  
Clar

The author discusses "purposeful activity."  
The important thing in regard to the project method is, "The project is interpreted ... as purposeful activity."

Collings compares Kilpatrick's, Dewey's, and Meriam's classification of activities, and comes up with a separate classification for projects: 1-Exploratory, 2-Construction, 3-Communication, 4-Play, 5-Skill Projects. The remainder of this particular section is devoted to the distinguishing features of these different classes in regard to their purpose.

The balance of the book is devoted to the development of purposeful activity as a progressive means of teaching in several areas. Reference is made especially to the project method.

42. L Lancaster, T. L., "Project Teaching," Education,  
11 51:310-313, January, 1931.  
.E2

Code:  
Val  
Phil

Mr. Lancaster suggests that the project method of instruction is not the answer to the teaching profession's prayers. He states, "At its best project teaching is the happy, eager, cooperative teacher-guided struggle of each individual child toward what he can and ought to be."

He suggests that the project method is and can be an effective method of instruction, but it is not a magic potent .

43. L Karns, L. V., "Problem or Project," High  
11 School Teacher, 8:342-345, November, 1932.  
.H54

Code:  
His  
Phil  
Clar

The objective of this article is to define the term "project." The author goes well beyond just defining the term, for the article is a general discussion of the project method, its value for the student, the role of the project in curriculum, etc...

Karns concludes that there are specific ways in which projects should be used. He suggests that some subjects might get better use from it than others.

44. LB Ashley, L. F., "This Thing Called 'Method',"  
 1598 Industrial Arts and Vocational Education,  
 .I5 27:105-107, January, 1938.

Code:  
 His  
 Clar

A discussion of the term "method," with the emphasis focusing on a quote from Plato. The body of the article discusses the roots and past history of the project method and learning-by-doing.

The major emphasis of this article is on the period of time prior to 1900. The author suggests that the project method was formally introduced in America around 1876. However, the development of the project method in the sense of "A purposeful activity in a social environment" was not dominant until after World War I.

45. HF DeMond, A. L., "Practical Projects for Courses  
 1101 in Distributive Education," National Business  
 .N25 Education Quarterly, 7:30-34, May, 1939.

Code:  
 Val  
 Ex

Referring to Distributive Education, Mr. DeMond states, "Having passed the experimental stage, it has been definitely realized that such courses cannot be taught in the traditional way of most commercial or vocational courses."

The author suggests that projects should be used to complement cooperative training and to provide a substitute for it where it has been found impractical. He then lists some possible projects: 1-students sold merchandise on a door-to-door basis, 2-a high school day at a department store where students took charge of a store for one day under the supervision of the regular work force, 3-operation of a small business.

46. L Tenenbaum, Samuel, "Project Method: A Criticism  
 11 of its Operation in the School System," School  
 .S36 and Society, 49:770-772, June, 1939.

Code:  
 Val  
 Phil

The author is concerned with the improper use of the project method by teachers and administrators. The author states, "The purpose of the project method is to tap the interest of the child, allow him to make those things which he wanted to make and do." He then points out that 90% of the projects he has seen were teacher-conceived and a great part of them were teacher-made.

47. L  
11  
.S551  
  
Code:  
Ex
- , "Student Shop Providing Business Experience,"  
School Review, 47:650, November, 1939.
- A description of a school store in Greenwich, Connecticut, in which students learn the art of selling.
- The students taking part in the operations of this business are selected from "...The salesmanship, retail selling, bookkeeping, and office practice classes of the commercial department. The type of business is changed periodically to insure all kinds of selling situations.
48. HF  
1101  
.B87  
  
Code:  
Ex
- Dean, George, "A Vocational School Day," Business Education World, 20:872-875, June, 1940.
- A description of a program in which high school students ran a cooperating department store. The students are selected and trained before their placement into the store for one day. (Materials are furnished by the store).
49. L  
11  
.C53  
  
Code:  
Ex
- Forsman, A. E., "Christmas Selling," Clearing House, 15:44-46, September, 1940.
- A description of how Mr. Forsman set up a project-program in which selected students worked for one week in various retail stores during the Christmas Rush. These students were given time off from school to take part in this program, and were graded on their performance. Mr. Forsman suggests this project gave the students experience in real life situations.
50. HF  
1101  
.J69  
  
Code:  
Ex
- Forsman, A. E., "High School Day in Dubuque Retail Stores," Journal of Business Education, 16:19-20, December, 1940.
- The article describes how to have a "high school day" in downtown stores. This is a program in which cooperating merchants allow students to run the store for the day. Only those students in Distributive Education would take part in the program.



51. HF  
1101  
.J69
- Peart, Gilbert, "Business Experience Through School Stores," Journal of Business Education, 16:22-24, April, 1941.
- Code:  
Ex  
Val
- Discusses how a schoolstore run by D. E. Students can, should, and does supplement and put the capping stone on the education of the students in the merchandising and sales curriculum.
- After a discussion of the "store in the school program," this article goes on to tell how the school store is operated and how the program is run.
52. HF  
1101  
.J69
- Beckley, Donald K., "Merchandise Manuals Vitalize Retailing Courses," Journal of Business Education, 17:17-18, February, 1942.
- Code:  
Ex  
Val
- A discussion of the program in business education at the Rochester Athenaeum and Mechanical Institute. In this program, retailing is taught at the college level in a cooperative three-year program. Students attend classes and work at jobs in department stores during alternating four-week periods.
- Each year, a project is assigned the students: the first year it is a merchandise manual. The second year it is a particular merchandise item or department, and in the third year, it is an executive level manual on merchandising or merchandise in a specific department. Mr. Beckley feels these projects help to bridge the gap between classes and the job itself.
53. HF  
1101  
.A65  
.V2
- Dame, F. J., "Improving Learning and Achievement in Merchandising and the Distributive Occupations," American Business Education Yearbook, pp. 192-216, 1945.
- Code:  
Val
- The author discusses the project method in regard to improving the instructor's ability to teach. The discussion is based on the project method in use in a D. E. laboratory, although it is not specifically limited to this situation.

54. L  
11  
.S36
- Hurd, Archer Willis, "What do You Mean by the Unit-Problem Project Plan of Instruction?" School and Society, 62:300-301, November, 1945.

Code:  
Phil  
Val  
Clar

A philosophical analysis of how this author feels about the unit-problem project plan of instruction. The author explains what is meant by "Unit Problem Project Plan" of instruction only after taking you through a philosophical maze which is generously spiced with his personal experiences.

55. HF  
1101  
.J69
- Weale, W. B., "Business and School Cooperation," Journal of Business Education, 22:17-18, May, 1947.

Code:  
Ex

A discussion of how Mr. Weale built interest in his distributive education class. He developed a survey encompassing such things as consumer buying, attitudes of consumers towards retailing, customers' dislikes, etc.. This survey was a class project, in which the class worked with the business community in the development of the survey.

The class made the survey, and worked with various people in the business community in discussing and evaluating its outcomes and conclusions.

56. HF  
1101  
.B87
- Knouse, R. S., "Students Service Shoppers," Business Education World, 28:108-109, October, 1947.

Code:  
Ex  
Val

Two paragraphs are devoted to what the author feels should supplement the education of every D. E. teacher: Every student who will one day teach salesmanship should undertake certain projects. The balance of the article is devoted to a description and discussion of how these future D. E. teachers would go about performing a project of service shopping; i. e., shopping to see how the salespeople act and work while serving customers.

57. LC  
1041  
.A5
- Kirkpatrick, Loucillah, "Long Range Projects in Distributive Education," American Vocational Journal, 23:17, March, 1948.

Code:  
Ex  
Val

A discussion of projects that could be assigned in the related classes which would give the student the opportunity to do research connected with his job. Included is a discussion of the advantages of this plan.

58. HF Beckley, D. K., "Getting Value from Work  
1101 Experience." Business Education World,  
.B87 28:577-579, June, 1948.
- Code: The author suggests that projects can be used  
Val along with cooperative training. He suggests  
Ex that students undertake various projects which  
are directly related to their job or store. An  
example of this would be to make a list of  
questions new salespeople would be almost sure  
to ask, and with this, a list of clear, concise  
answers.
59. HF Knouse, R. S., "Student Layout Analysts,"  
1101 U.B.E.A. Forum, 3:16-17, December, 1948.  
.B86
- Code: A discussion of how a D. E. class can use a  
Ex store layout analysis as a project. Included  
is a listing and discussion of the steps to be  
followed in developing such a project.
60. Thut, I. N., Foundations of Method for Secondary  
Schools, New York; McGraw-Hill Book Company,  
1949, pp. 277-280.
- Code: Pages 277-280 of this book discuss the project  
Phil method as a means of providing for correlation  
His and integration of subject matter. Three efforts  
Clar at this correlation are discussed: "The Project  
as the Illustration of Things Previously Taught,"  
"The Project as Supplementary Instruction,"  
"The Project as the Center of Instruction."
61. HF Heiss, Renetta, "The Cooperative Fashion Show--  
1101 A retail Project," Business Education World,  
.B87 29:592-595, June, 1949.
- Code: Discusses a program put on by the Bon Ton, a  
Ex department store in Pennsylvania. This project  
was a series of lectures and experiences in  
promotion which culminated in the Distributive  
Education class putting on a fashion show.
62. LB WeisBruch, F., "Glorifying the High School Project,"  
1585 School Science and Mathematics, 49:439-444,  
.A1 June, 1949.  
S35
- A critical analysis of the project method of instruc-  
tion. The author says that many projects do not  
stimulate learning of the topic. (A rebuttal to this  
article is given by H. O. House in Oct., 1949)

63. HF  
1101  
.B87
- Henry, C. H., "Some Techniques for Staging the Retail Fashion Show," Business Education World, 30:77, October, 1949.
- Code:  
Ex
- Mr. Henry suggests a fashion show as a D. E. class project. He feels that such a program can do great deal to promote D. E. with other students and with the various businesses in the community. The author provides a recipe for having a high school D. E. sponsored fashion show.
64. LB  
1595  
A1  
S35
- Houde, H. O., "A Defense of the Project Method," School Science and Mathematics, 49:559-564, October, 1949.
- Code:  
Val  
Clar
- This article is Mr. Houde's answer to Mr. WeisBruch's criticism of the project method. Mr. Houde suggests that Mr. WeisBruch used extreme examples which did not typify the usual situations.
- Houde builds a step-by-step rebuttal to WeisBruch's article, giving certain points of information about the project method in doing so.
- See WeisBruch, School Science and Mathematics,
65. HF  
1101  
.B87
- Smith, H. D., "Merchandising and the School Publications," Business Education World, 30:284-285, February, 1950.
- Code:  
Ex  
Val
- A discussion of the merits of having the D. E. classes handle the merchandising of all the school publications. Mr. Smith discusses the specific advantages for the students and for the school in such a program.
66. HF  
1101  
.B3
- Blackstone, E. G., "Devices to be Used in the Teaching of Salesmanship," Balance Sheet, 31:300-304, March, 1950.
- Code:  
Ex
- Included in this article is a list of projects which can be used in the teaching of salesmanship.



67. HF Knouse, R. S., "How to Teach Salesmanship,"  
1101 U.B.E.A. Forum, 4:19-21, April, 1950.  
.B86
- Code:  
Ex  
Val
- A discussion of various methods of teaching salesmanship, including mention of many specific types of projects. The author strongly recommends "...the student-project method of teaching as insurance against loss of student interest and retardation of the learning process ...."
68. HF Gibson, J. C., and Hadrick, J. A., "Vitali-  
1101 zing Salesmanship Instruction," American  
.A64 Business Education, 6:265-266, May, 1950.
- Code:  
Ex
- A discussion of several teaching methods to use to vitalize salesmanship. Included is a discussion of a portfolio project, illustrating a particular product or product line.
69. HF Hecht, J. C., "Practical Sales Training at  
1101 Mellville, New Jersey," Journal of  
.J69 Business Education, 26:69-70, October, 1950.
- Code:  
Ex
- A discussion of the author's experiences in regard to the teaching of D. E.. The article suggests no profound educational laws or ideas, but does suggest some good ideas for projects.
70. HF Salamey, M. V. Implementing the Retail  
1101 Selling Course in the High School,"  
.J69 Balance Sheet, 32:61-63, October, 1950.
- Code:  
Ex
- Although much of this article is irrelevant to this bibliography, the author does give a list of nine projects she has used in her retail selling class.
71. HF Smith, H. D., "School Thrift as a D. E.  
1101 Project," Business Education World,  
.B87 31:71, October, 1950.
- Code:  
Ex
- Discusses a Distributive Education class project as one in which the D. E. class tries to "sell" the student body on the idea of saving some money. The project involves a full sales campaign.

72. LC  
1041  
.A5
- Hecht, J. C., "Retail Display Window Training,"  
American Vocational Journal, 25:21-22, December,  
1950.

Code:  
Ex

A description of the development of a D. E. project in window displays. Because the local stores cooperated in the project, the students had a chance to put their displays in actual store windows. Furthermore, the children received realistic training, and good school-community relationships were fostered.

73. HF  
1101  
.B87
- Tapply, D. C., "Our School Store-A Learning Experience for all Business Students,"  
Business Education World, 32:232-233,  
January, 1952.

Code:  
Ex

The article points out how the school store can be run by students in the various business courses. The author's conclusion is that the school store can provide meaningful projects for many students.

74. L  
11  
C3
- Ryan, Leo V., "The Project Technique in Consumer Education," Catholic Education Review, 50:175-189, March, 1952.

Code:  
His  
Ex  
Phil

A discussion of the origin, definition, and application of the project method, as used in consumer education.

75. L  
11  
.C53
- Shannon, J. R., "Vanishing Wall Between Courses and Activities," Clearing House, 27:8-12, September, 1952.

Code:  
Phil

A discussion of certain educational practices in regard to how they effect the students. The author suggests, "The method employed in directing school activities is the answer to many problems." No specific method is given, but the discussion leads the reader to conclude the project method is implied.

76. LB  
1631  
.E5
- Armstrong, A. C., "Project Teaching Develops Language Arts," English Journal, 41:544-547, December, 1952.
- Code:  
Ex  
Val
- A discussion of the use of the project method in the teaching of an English-Social Studies class. Projects centered around Congressman Peter Mack, Jr., who was flying from country to country in a single engine plane. Mr. Armstrong had the students follow the Congressman's travels, writing letters, stories, and doing research on various related subjects.
77. HF  
1101  
.B3
- DiSalvo, A., "How to Make A Salesmanship Course More Practical," Balance Sheet, 34:154-155, December, 1952.
- Code:  
Ex  
Val
- Describes a class project in which students were responsible for selling tickets to the school play.
78. LB  
1584  
.A1  
S63
- Hirsch, Hyman, "Let's go into Business," Social Education, 16:367-368, December, 1952.
- Code:  
Phil  
Val  
Ex
- Mr. Hirsch suggests that the project method has "functionalism" in operation. The author tells how he developed and used the project method in his high school economics classes. He describes how he originally started using this method, and why he has continued using it.
79. HF  
1101  
.B87
- Kneeland, Dr. N., and Bernard, Louise, "Shopping Surveys," Business Education World, 33:227-228, January, 1953.
- Code:  
Ex
- Discusses the use of a shopping survey for a salesmanship class. Includes six steps in the planning and execution of such a survey.
80. HF  
1101  
.B87
- Kneeland, Dr. N., and Bernard, Louise, "Students Activities in D. E.," Business Education World, 33:289-290, February, 1953.
- Code:  
Val  
Phil  
Clar
- This article discusses the use of learning by doing and its educational value in D. E.. The author lists his three point classification system for activities: Function, Kind, Plan.

81. HF Beede, Donald, and Gendron, G., "Store for a  
1101 Day," Business Education World, 33:328-329,  
.B87 March, 1953.
- Code: Discusses how high school students took over a  
Ex store for half a day. Included in the article  
are suggestions for anyone attempting such a  
project.
82. HF Clancy, Anne E., "Cooperative Projects in Our  
1101 Merchandising Class," Balance Sheet,  
.B3 34:350-351, April, 1953.
- Code: Discusses how the project method led a class  
Val to a higher level of learning. Miss Clancy  
Phil suggests that, "As a result of these coopera-  
tive projects, our merchandising class devel-  
oped into an active, aggressive, happy, and  
responsive group--A class that liked the  
subject, enjoyed working together, and was  
eager to put in extra time improving them-  
selves in the technique of the subject."
83. HF Kneeland, Dr. N., and Bernard, Louise, "Committee  
1101 Work in D. E.," Business Education World,  
.B87 33:403-404, April, 1953.
- Code: A discussion of how committee work can be  
Ex applied to various projects in a D. E. class.  
Val Included within this article is a discussion  
of such things as prerequisite conditions,  
composition of committees, the teacher and the  
committees, and evaluation of a committee's  
work.
84. HF Clements, Gloria, "Store for a Week,"  
1101 Business Education World, 33:507-8  
.B87 June, 1953.
- Code: A description of how a D. E. coordinator  
Ex and one of his classes ran a small department  
Val store for one week. The store was organized,  
run, and dissolved within the week.
- The coordinator felt the project was of  
benefit to all participants and suggests that  
more D. E. departments should try something of  
this nature.



85. LC                      Wilson, B., "Make Merchandise Manuals,"  
      1041                      American Vocational Association, 2<sup>o</sup>:19,  
      .A5                      October, 1954.

Code:  
 Val  
 Ex

A discussion of the educational advantages and the value of having the D. E. students prepare a merchandise manual as individual projects. Included in the article is a list of hints for topics and layout for some projects.

86. HF                      Harnash, W., "Distributive Education News-  
      1101                      paper," Balance Sheet, 36:183 December,  
      .B3                      1954.

Code:  
 Val

This article suggests that projects can be of extreme varied types. It is about a coordinator who had as a project for his class the publication of a newspaper. The D. E. students wrote articles on such topics as employment opportunities, the lifting of the excise tax, etc.. The students also did a "special" on a different store with each issue of the paper. They not only wrote articles, but also made up advertising copy. Also included in the paper is a section about graduated D. E. students of today knowing what may be in store for them in the future.

87. LC                      Hartzler, F. E., "Window Display Contest,"  
      1041                      American Vocational Association Journal,  
      .A5                      30:34-35, November, 1955.

Code:  
 Ex

A discussion of a window display contest for Distributive Education students. Included in this article are the rating sheets used in the contest, and a very brief discussion of how the contest was set up and run.

88. HF                      Thompson, Robert, "Using Community Resources  
      1101                      in Teaching Retailing," Business Education  
      .B86                      Forum, 10:25, April, 1956.

Code:  
 Ex

A discussion of the various community resources which can be used as projects or field trips in most locations which can be used by D. E. teachers.

89. HF                      Fagan, C. L., "A Practical Problem in Retailing,"  
      1101                      Balance Sheet, 38:14-15, September, 1956.  
      .B3

Code:  
 Ex

This article is a discussion of the use of a price survey as a class project.

90. HF Hetch, Joseph C., "Let Your D. E. Club Put  
1101 on a Fashion Show," Business Education  
.B87 World, 38:19020, October, 1957.
- Code: Discusses the use of a fashion show as a D. E.  
Ex class project, explaining what things were  
Val done in preparation and execution of the show.  
The article discusses the educational values  
of such a project.
91. HF Lubow, Milton, "We Built a Model Department  
1101 Store," Business Education World,  
.B87 38:22-24, June, 1958.
- Code: A discussion of how to build a model depart-  
Ex ment store, (doll house size) as a class  
project.
92. HF Hecht, J. C., "How to Open a School Store,"  
1101 Business Education World, 39:26-27, 42,  
.B87 September, 1958.
- Code: A basic discussion of how to organize, open,  
Ex and sell the idea of a school store.
93. HF Dodge, R. E., "Retailing Students Carry Out  
1101 a Sales Promotion," Business Education  
.B87 World, 39:11-13, June, 1959.
- Code: Discusses how the retailing students at the  
Ex University of Oregon School of Business  
Administration executed a complete retail  
promotion campaign for Tipman, Wolfe, and Co.,  
on their White Stag line of products.
94. HF Oczkowski, Raymond, and Grandfied, R.,  
1101 "Ownership and Operation of Your Own Retail  
.B86 Business," Business Education Forum,  
14:27, 29, February, 1960.
- Code: A discussion of how to have a class develop a  
Ex manual on operating their own retail business.

95. LB  
3602  
.S35
- Balletto, L. P., "Outside Activities in Business Education Pay Off," School Activities, 31:231-234, April, 1960.
- Code:  
Ex  
Val
- This article tells of a school store run by the retailing class at Uniondale, N. Y. High School. This school store is different in that rather than being housed in the school building, it is located within the downtown area. The article is devoted to Mr. Balletto's discussion of how he went about organizing this project. He discusses the major obstacles he met, and how he surmounted them.
96. HF  
1101  
.B3
- Gram, H. H., "Use Your D. E. Club to Build Good Public Relations," Balance Sheet, 42:61, October, 1960.
- Code:  
Ex  
Val
- The author suggests a project be used to build public relations between the school and the community. In addition, this project is designed to give the D. E. students experience at working with the business community.
- The project is a Halloween window painting contest for the public school students. This is sponsored by the D. E. club. Mr. Gram stated that this project was considered a great success, and is now an annual event.
97. HF  
1101  
.B86
- Chambers, G.A., "Starting a Business--A Project in D. E.," Business Education Forum, 15:34, November, 1960.
- Code:  
Val  
Ex
- Discusses the methods used and educational benefits derived from having D. E. students (in the form of a project) start a business. The students are told, "You have just inherited \$25,000 and you are interested in starting some kind of business." They are then given an outline on how to go about starting their own business, and the teacher stands by to give help and guidance.

98. LC  
1041  
.A5
- Chambers, George A., "Research Study Provides a Challenging Service Project," American Vocational Association Journal, 36:24-25, October, 1961.
- Code:  
Val  
Ex
- A discussion of a research project done by a D. E. C. A. chapter. The purpose was to find out why industry might not locate in Washington, Iowa. Included is a discussion of the benefits of such a project.
99. HF  
1101  
.B87
- Cline, Frank, "Try a Door to Door Christmas Cookie Campaign," Business Education World, 42:16-17, December, 1961.
- Code:  
Ex  
Val
- A discussion of the advantages and the methods of having the D. E. class sell Christmas cookies on a door to door basis.
100. HF  
1101  
.B86
- Dittamo, G. E., "A Practical Beginning for a Program in D. E.," Business Education Forum, 16:26, December, 1961.
- Code:  
Ex  
Val
- Mr. Dittamo is concerned with how to start a D. E. program when you cannot use the cooperative method. He suggests instead the use of several different projects. He suggests too that a D. E. program can be designed to fit almost any school when the teacher and administrator recognize that there are many successful ways of teaching.
101. HF  
1101  
.B87
- Scolnick, A. H., "D. E., 1970," Business Education World, 44:13-14, November, 1963.
- Code:  
Val
- The author suggests some very positive and sound suggestions for what D. E. in 1970 may be like. The project method may work quite well in his plans.
102. HF  
1101  
.B86
- Palmer, G. D., "Let's Keep D. E. Vocational," Business Education Forum, 20:23-24, December, 1965.
- Code:  
Val  
Clar
- Palmer suggests that the project method may be an answer to many of the problems evolving from straight lecture-discussion classes. He discusses what the project method is, projects, and how they must be controlled and developed by the coordinator to insure educational value.



103. HF Samson, H. E., "Organizing Participating  
1101 Experiences in D. E.," Business Education  
.B86 Forum, 20:25-26, February, 1966.
- Code: Describes and explains what the term "participating experience" means. Mr. Samson used the  
Clar term to mean something less than totally the  
Val project method. His definition is, "...participating experiences are carefully organized activities and projects designed to provide students realistic vocational application of the content learned in the distributive courses."
104. L Hofe, G. D., "The Project Method and its Origin,"  
11 Teacher College Record, 67:371-373,  
.t4 February, 1966.
- Code: This author claims that S. Tenenbaum's book,  
His Trail Blazer in Education, (a biography of  
Clar W. H. Kilpatrick), incorrectly stated that Mr. Kilpatrick was the founding father of the project method. Mr. G. Hofe states it was a Mr. Woodhull who conceived and originated the project method.
105. LC Sampson, H. E., "Convention Round Up in D. E.,"  
1041 American Vocational Association Journal  
.A5 41:14-17, February, 1966.
- Code: A discussion of the various speeches made at  
Val the D. E. division of the A.V.A. Convention.  
Phil The theme was "The Project Method." Included  
Cur is a discussion of the speeches made by K. Brown, M. Marks, and others.
106. HF Haines, P. G., and Ferguson, E. Jr., "D.E."  
1101 Business Education World, October, 1966.  
.B87
- Code: This article discusses the United States Office  
Val of Education's endorsement of the project  
Phil method as another method of instruction for D. E.  
Clar  
Cur

107. HF Haines, P. G., and Ferguson, E. Jr., "Distributive  
1101 Education," Business Education World, November,  
.B87 1966, p. 34.
- Code: The authors briefly discuss what they accept as  
His the definition of the project method. They also  
Clar include an analysis of the origin and history  
Phil of the project method.  
Cur
108. HF Haines, P. G., and Ferguson, E. Jr., "Distributive  
1101 Education," Business Education World, December,  
.B87 1966, p. 34.
- Code: An analysis of how the project method would work  
Clar in D. E. The authors explain and clarify their  
Ex position through the use of a discussion of a  
Val project built around an occupational survey.  
Phil
109. Bayles, Ernest E., and Hood, Bruce, L., Growth  
of American Educational Thought and Practice,  
New York: Harper and Row Publishers, 1966,  
pp. 235-240.
- Code: The few pages of this book devoted to the project  
His method discuss Kilpatrick's use of the term "project  
method and McMurry's term "consumer-type project."
- The authors also state that Franklin Ernest Heald,  
(1870-1943), specialist in agricultural education  
in the U. S. Department of Agriculture, (1914-  
1918) was the first to introduce the project  
method to vocational agriculture.
110. HF Haines, P. G., and Ferguson, E., Jr., "Distri-  
1101 butive Education," Business Education  
.B87 World, January, 1967, p. 38.
- Code: Discusses a project which took place in a resort  
Val community high school. The coordinator at this  
Ex school had arranged for his eleventh grade pre-  
paratory distributive education class to take over  
the operations of the local Gamble store for  
three days.